

PAINTED TEXTURES IN PROCESS-FOLIO

DESCRIPTION OF PROJECT:

second of three lessons

(1st: Rubbed Textures in Process-folio; 3^d: Look Here First)

Students mix primary colors to make secondary colors and create brush effects.

PROBLEM TO SOLVE:

How does the artist make secondary colors and textures when painting?

STUDENT UNDERSTANDING:

Mixing primary colors makes secondary colors. Making dabs and strokes with a paintbrush creates a variety of surface textures in paint.



Makes at least two distinct paint marks to fill the page by dabbing and stroking with a paintbrush.

LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

LT: Recognizes and makes secondary colors.

AC: Names and makes orange, green, and violet.

LT: Uses at least two distinct paint marks to fill the page.

AC: Makes dabs and strokes with a paintbrush.

LT: Cares for paintbrushes and art studio.

AC: Cleans brush between colors, **washes, shapes, and stores brush (handle laying down or standing up)**, and **empties water containers.**

EVIDENCE OF LEARNING

Art: Paintings

- recognizes and makes orange, green and violet
- makes dabs and strokes to fill the page
- cleans brush between colors
- washes, shapes, and stores brush
- empties water containers

VOCABULARY

Art:

- dabs
- palette
- primary colors
- secondary colors
- strokes

MATERIALS

Resources:

Michael Brophy, *Entrance*, 4Culture;
Rick Bartow, *Crow Story*, 4Culture;
Diego Rivera, *Mother's Helper*

Art Materials:

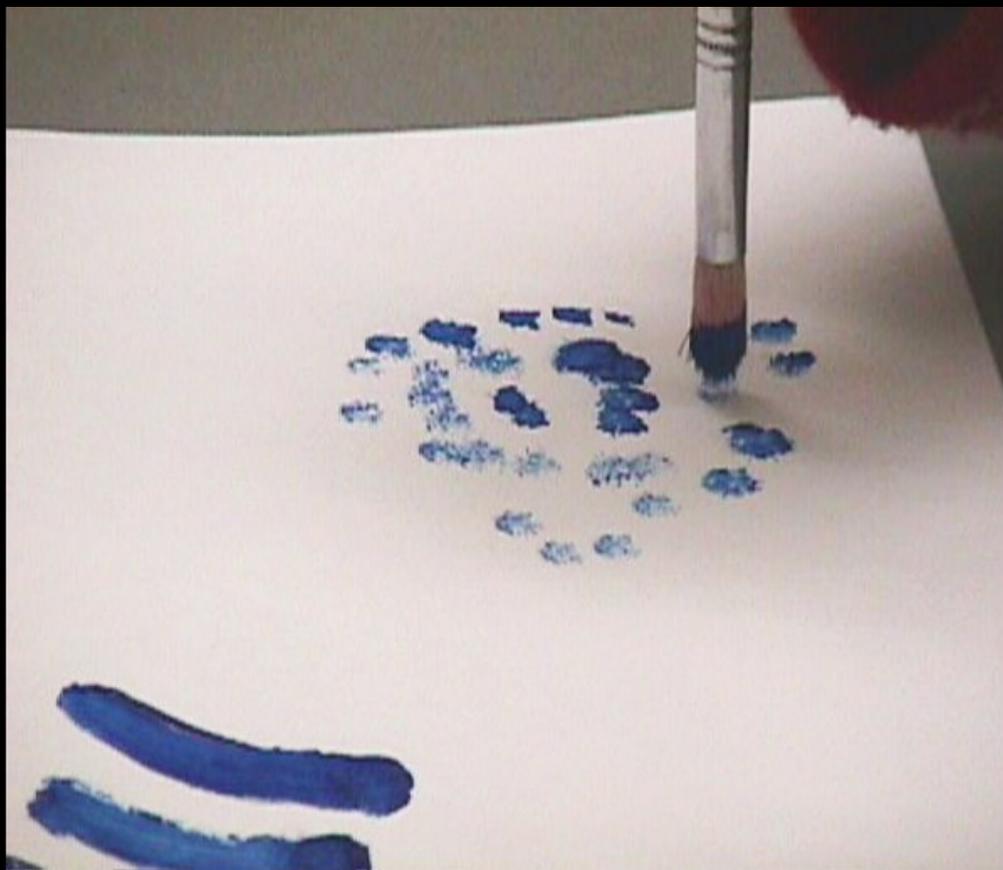
tempera or watercolor paint in primary colors, 9x12" paper (3 each), 1/4" to 3/4" round and flat paintbrushes, color wheel

INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p>Guides students to name the colors found in Michael Brophy's painting, <i>Entrance</i> and <i>Crow Story</i> by Rick Bartow or Diego Rivera's <i>Mother's Helper</i>.</p>	<p>Names primary and secondary colors in Diego Rivera's <i>Mother's Helper</i>.</p>
<p>Directs students to find different textural qualities in the painting <i>Entrance</i>, <i>Crow Story</i> or <i>Mother's Helper</i>.</p> <p>Prompts: What areas of the painting look smooth? Soft? Bumpy? How did the artist create these different textures?</p>	<p>Describes textural qualities of painting.</p>
<p>Demonstrates how to hold a brush.</p> <p>Prompts: Hold your brush just above the metal band in a balanced, relaxed way.</p>	<p>Observes teacher demonstration.</p>
<p>Demonstrates mixing two primary colors to make a secondary color. Mixes 3 combinations to make orange, green, and violet Prompts for color wheel: What colors will you need to make orange (green, violet)? Look for the secondary color's neighbors on either side of the color wheel. Prompts for mixing: Dip your paintbrush in the color you need for mixing and move the color to your palette. Rinse and dry your brush (swish, swish, swish, pat, pat, pat) in water and on a paper towel. Now move the other primary color you need to mix a secondary color onto your palette and swirl them together. Start again with two different primary colors.</p>	<p>Mixes secondary colors.</p>
<p>Demonstrates making dabs and strokes using a small and a large brush to create texture in one color per page, and fill the picture plane.</p> <p>Prompts: Brushes are tools that can make distinct marks. A dab is made with an up and down movement and a stroke is made by gently moving your brush across the paper.</p>	<p>Practices two different types of paint marks: dabs and strokes. Paints many dabs and many strokes for each color. Fills each paper with dabs and strokes. <u>Embedded Assessment:</u> Criteria-based self-evaluation</p>
<p>Reminds students to clean their brush between colors. Reminds students to never stand their brush head down in the water but only place their paintbrush on its side or standing up with bristles shaped.</p>	<p>Cares for paintbrush and cleans up according to instructions.</p>
<p>Guides recall and reflection on color mixing and painting process.</p> <p>Prompts: What did you notice when you mixed colors? How did you mix colors to match the color wheel? Show the movement and describe the brushes you used to create different dabs and strokes.</p>	<p>Student recalls and reflects on creative process.</p>

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SKILLS AND TECHNIQUES



Dabs and strokes.

LEARNING STANDARDS

Visual Art

1.1.6 Elements:
Primary Color
1.2.1 Skills and techniques: Uses a variety of tools to explore ways of making lines and textures.

Common Core ELA

1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.SL.4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

ART STUDIO TIP

Help students hold their brush above the metal band at a comfortable balance point: Move around the class to make sure students are using a balanced grip.

Present paint by squeezing a quarter-size dab of tempera paint in each primary color on a plastic tray for every two students or providing only primary color watercolors.

Give each student a small plastic tray to mix his/her paint and every two students a stable water-container.

Periodically dump dirty water into a bucket and replace with clean water poured from a pitcher.

LESSON EXPANSION

Students experiment with combining alternative tools with paintbrushes for even more textural effects: sponges, foam brushes, sticks.

EVERYDAY CONNECTIONS

Home/Community References:

secondary colors in the home and natural environment

Tell Me About Your Art!

Dear First Grade Families:

Today we practiced
PAINTED TEXTURES FOR OUR PROCESS-FOLIO.

Looking:	We looked at <i>Entrance</i> by Michael Brophy and <i>Crow Story</i> by Rick Bartow or Diego Rivera's <i>Mother's Helper</i> . We used the color wheel as our color reference.
Talking:	We named the secondary colors: orange, green, violet made by the artist and the different textures the artist created with his brush. We recalled and reflected on the color mixing and painting process.
Making:	We mixed secondary colors by mixing two primary colors together. We made dabs and strokes with our paintbrushes. We cleaned our brushes between colors. We were responsible for storing our brushes by laying them down or standing them up on end. We placed all of our artwork in a process-folio , a place where you keep record of many ideas, experiments, practice drawings, and work you may want to see or use again.

Art at Home

Together:

You could find secondary colors in your home or natural environment.
 You could look at the way secondary colors are used in advertisements.

Questions to ask:

What secondary colors can you think of in the food category?
 What secondary colors are your clothes?

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 Making dabs and strokes with a paintbrush creates a variety
 of surface textures in paint.**