

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.



Controls paint consistency to make clean edge.

LEARNING TARGETS AND ASSESSMENT 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

VOCABULARY

Art:

- acrylic
- cool colors
- dominance
- palette
- picture plane
- refine
- still life
- warm colors

MATERIALS

Resources:

Karen Yurkovich, *Seeing*, 4Culture;
 Alfredo Arreguin, *Rialto*, 4Culture;
 Jacob Lawrence, *The Builders*, MAC;
 Abraham van Beyeren, *Still Life, Lobster and Jug*

Art Materials:

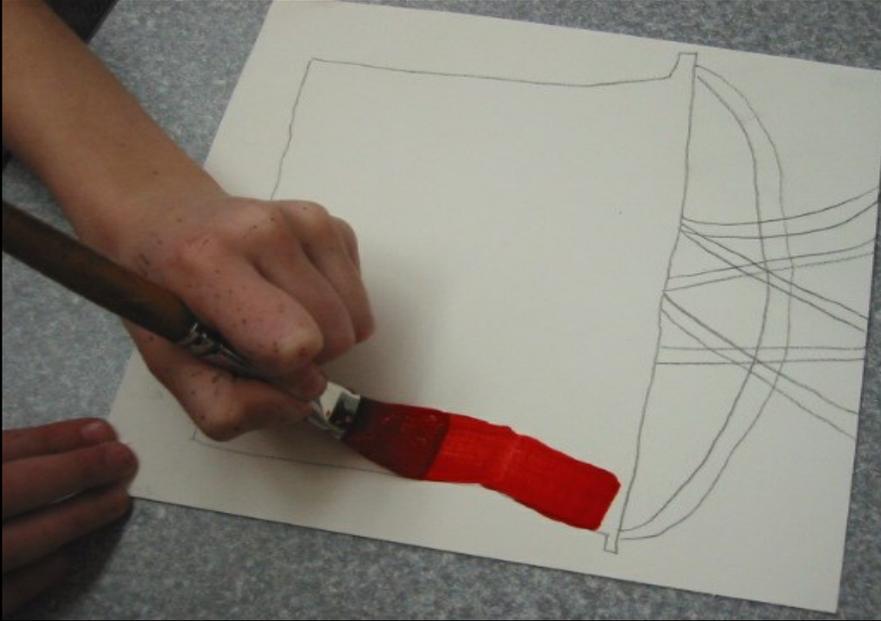
still life objects, sketchbooks, drawing pencils, 8x8" scrap mat board or watercolor paper, mixing palettes, water containers, diverse synthetic brushes (flats and rounds ¼" to 1"), acrylic (or gouache) paints in primary colors/white/black

INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p>Demonstrates making studies of small groups (3) of still life objects from multiple points of view. Reviews contour and positive/negative space concepts. Encourages drawing in sketchbooks to stimulate the creative process.</p>	<p>Makes studies of still life objects.</p>
<p>Demonstrates referencing sketchbook work to select and draw a composition from the sketchbook with three still life objects.</p> <p>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.</p>	<p>Refines design, draws on mat board or watercolor paper.</p>
<p>Reviews warm, intense colors from color wheel. Introduces color dominance in art portraying different subjects: <i>Seeing</i> by Karen Yurkovich, <i>Rialto</i> by Alfredo Arreguin, and <i>The Builders</i> by Jacob Lawrence and/or <i>Still Life, Lobster and Jug</i>.</p> <p>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.</p>	<p>Responds to color wheel interaction of warm and cool colors. Designates one object to be dominant through color in their composition.</p>
<p>Demonstrates 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.</p> <p>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.</p>	<p>Completes composition by painting.</p> <p><u>Embedded Assessment:</u> Criteria-based self-reflection</p>
<p>Presents self-reflective journal questions for student writing response.</p> <p>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.</p>	<p>Reflects on dominance in a composition and the painting process.</p> <p><u>Embedded Assessment:</u> Criteria-based reflective writing in journal</p>

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SKILLS AND TECHNIQUES



Painting to a line.

ART STUDIO TIPS:

Managing Paint:

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 create an abstract painting composed of shapes using painting techniques and warm colors for dominance.

EVERYDAY CONNECTIONS

Home/Community References:
color choice in interiors, ads

LEARNING STANDARDS

Visual Art

- 1.1.6 Elements: Color
- 1.1.7 Principles: Dominance
- 1.2.1 Skills and Techniques: Painting
- 2.1.1 Creative process: Refines

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*)
- 5.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources: summarize or paraphrase information in notes and finished work, and provide a list of sources.

Tell Me About Your Art!

Dear Fifth Grade Families:

Today we used

COLOR DOMINANCE IN A STILL LIFE.

Looking:	We looked at art portraying different subjects: <i>Seeing</i> by Karen Yurkovich, <i>Rialto</i> by Alfredo Arreguin, and <i>The Builders</i> by Jacob Lawrence and/or <i>Still Life, Lobster and Jug</i> . We noticed how the artists made elements dominant in the composition because of their warm, intense color .
Talking:	We talked about the artistic process: drafting a composition, redrafting and changing ideas, refining studies made of still life objects, and transferring ideas for a final composition and painting.
Making:	We drew a still life from multiple points of view . We selected at least three objects to include in our still life. We drew our final composition from our sketchbooks on painting paper or board. We selected one object as dominant and then selected a warm, intense color to create the highest level of emphasis. We used painting techniques to paint to a precise edge .

Art at Home

Together:

You could look for the dominant object in a commercial, in an advertisement, or on a billboard.

Questions to ask:

Why is the object dominant?

Did color affect its dominance or was it for some other reason?

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