

Up Close and Personal/Art Lesson Three

Objectives

1. Students will be able to incorporate diverse types of lines into their artworks.
2. Students will be able to create a range of color values (lights and darks) in their artworks.
3. Students will be able to explain in writing the influences on their artistic decisions.

Arizona Visual Arts Standards

CREATE: Creative Process: PO 203 & 303: Develop plans for his or her own artwork (e.g. sketches, models, and notes)

CREATE 2: Materials, Tool and Techniques: PO 103 & 202: Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.

CREATE 3: Elements and Principles: 201 & 032: Identify, select, and use elements and principles to organize the composition in his or her own artwork.

Preparation

Preview Up Close and Personal: Silk Painting PowerPoint and Up Close and Personal: Watercolor Painting PowerPoint. Decide whether the silk or watercolor painting is most appropriate for your students. Watercolor may be a better choice for beginners or for schools with curtailed supply budgets.

Make a sample silk or watercolor painting following the silk or watercolor Up Close and Personal PowerPoint. Plan your schedule of classes. For example: day one for drawing, day two for tracing (with resist for silk or with white oil pastel for watercolor), day three for applying dye or watercolor and day four for writing.

Resources and Supplies

Silk Painting Supplies

Paper or sketchbooks

Pencils

Variety of natural objects from the area, such as seed pods, pinecones, cactus in small pots and dried cactus skeletons, leaves and small branches

Printout or magazine photographs of natural objects from the area, such as cacti and cactus

Flowers from the desert

10-inch silk hoops

Silk dye

Clear resist in applicator bottles

Brushes

Mixing trays

Water containers

Alternative watercolor supplies

Light weight water color paper

Watercolor paint sets

Brushes

Water containers

White oil pastels

[Up Close and Personal: Watercolor Painting PowerPoint](#)

Activities

Review the theme in life that “we are all dependent on and enriched by our physical environment” by reminding students of their exploration through the [Tiny Treasure PowerPoint](#) in lesson one. Review the theme in art that “art can help us better see and appreciate our environment” by reminding students of the artworks in the Arizona Landscape exhibition either in person at the Tempe Center for the Arts or online in lesson two. Explain that in lesson three they will continue to focus their attention on two key questions:



1. How do artists get ideas from their physical environments?



2. What interesting details can you see if you look really closely?

Introduction and Assignment: Display Up Close and Personal PowerPoint (either silk or watercolor) to:

1. Show the work of an artist (Mary Shindell) whose work is influenced by her up-close and personal observations of nature (slides 1-5).
2. Introduce the painting assignment (slide 6)
3. Review the value of looking carefully to see value changes and diversity of line (slides 7-11)
4. Ask each student to select an object from nature as a focal point for his or her painting (slide 12)
5. List painting materials (slide 13)

In-Process Feedback: In pairs or groups of three, ask students to show their sketches of natural objects to classmates and teacher for feedback on their final choice. Ask classmates to share ideas about how to increase and incorporate diversity of lines and changes in color value.

Demonstrate Step-By Step Process: Show students a sample of silk / watercolor Up Close and Personal Painting. Demonstrate each step in art process. Review the following steps by displaying Up Close and Personal PowerPoint (Silk or Watercolor).

1. Select and draw natural object as focal point (slide 14)
2. **Silk Painting Only:** Trace focal point on silk and add background lines (slides 15-16)
3. Trace over focal point lines to keep them white (Silk = 17; Watercolor = slide 15)
4. **Watercolor Only:** Add background lines (Watercolor = slide 16)
5. Apply color with brush and vary values (Silk = 18-21; Watercolor = 17-19)

Reflection: Ask students to write an artist statement explaining how their observations of nature influenced their artistic choices.

Vocabulary

focal point
line
value
resists (silk)
dye (silk)
simplify

Extension Idea

Writing: In collaboration with English students, participants might write an essay about their experience and relationship with the natural world.

Assessment Guides

OBJECTIVE 1: Students will be able to incorporate diverse types of lines into their artworks.

Exceeds Expectations: The student's painting incorporates at least three different types (width, direction) of lines.

Meets Expectations: The student's painting incorporates at least two different types (width, direction) of lines.

Approaches Expectations: All the lines in the student's painting are very similar or are uncontrolled.

Fails to Meet Expectations: Most of the lines in the student's painting are uncontrolled.

OBJECTIVE 2: Students will be able to create a range of color values (lights and darks) in their artworks.

Exceeds Expectations: The student's painting incorporates three values of at least three different colors.

Meets Expectations: The student's painting incorporates value changes in at least two colors.

Approaches Expectations: The student's painting incorporates value change in at least one color.

Fails to Meet Expectations: No colors in the painting incorporate value changes.

OBJECTIVE 3: Students will be able to explain in writing influences on their artistic decisions.

Exceeds Expectations: The student's artist statement thoughtfully and credibly explains two or more between what s/he observed in nature and his or her artistic decisions.

Meets Expectations: The student's artist statement explains two connections between what she or he observed in nature and his or her artistic decisions.

Approaches Expectations: The student's artist statement mentions nature and artistic choices.

Fails to Meet Expectations: The student's artist statement mentions either nature or artistic choices.