

Pointillism Unit:

Introducing Pointillism & Color Theory

Lesson 1

Author: Shea Brook

Grade Level: 3-5

Time Span: 1 week
One 45 minute session

Essential Question: *"How do one's experiences influence their artwork?"*

Provoking Questions:

1. Can you create a painting without a paintbrush?
2. Can you fill up the entire color wheel with dots?
3. How will you build up your pointillist dots to create texture?

Learning Objectives:

1. Students will demonstrate Pointillism through the creation of a color wheel applying an understanding of the Pointillist technique of dots using paint as a medium.
2. Students will experiment with the unconventional tool cue tips to create a color wheel demonstrating color theory.
3. Students will experiment color mixing using the three primary colors to create secondary colors within their color wheel.

Main Learning Results:



A1: Artist's Purpose

A2: Elements of Art and Principles of Design

A3: Media, Tools, Techniques, and Processes

B1: Media Skills

B2: Composition Skills

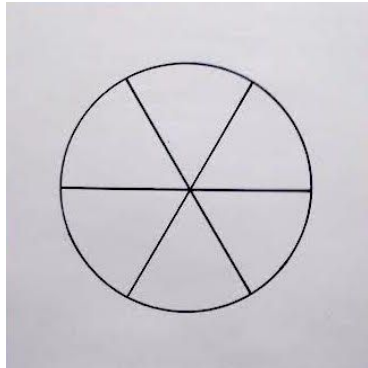
C1: Application of Creative Process

Vocabulary & Visual Provocation:

Vocabulary: Pointillism, Georges Seurat, Paul Signac, color wheel, primary colors, mark making, tools, secondary colors, warm and cool colors, optical illusion, value.

Visual Provocation:

Color Wheel:



Pointillism Color Wheel:

Pointillism

- A technique of painting in which small, distinct dots of pure color are applied in patterns to form an image.
- Relies on the ability of the eye and mind of the viewer to blend the color spots into a fuller range of tones



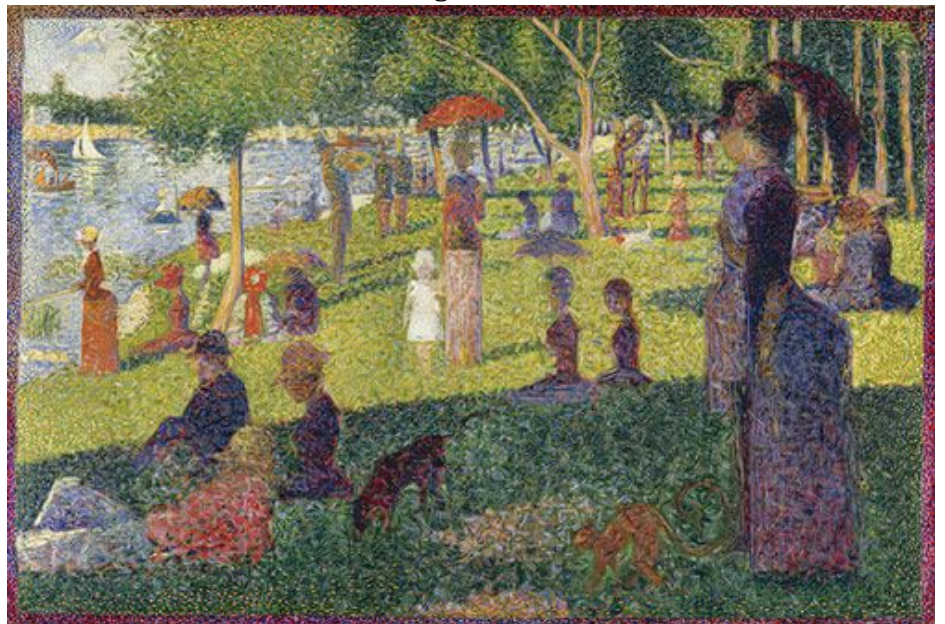
Pointillist Landscape:



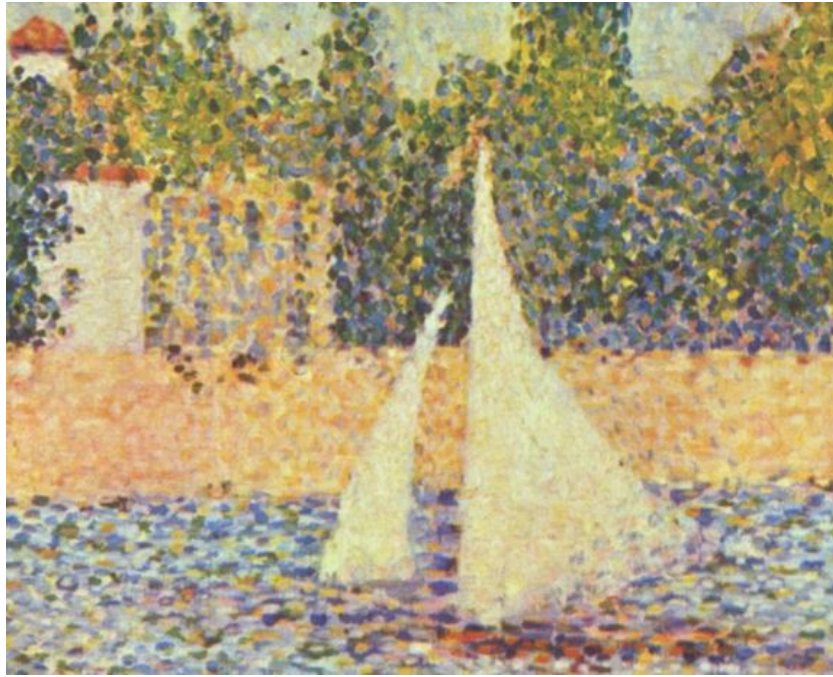
Pointillist Bouquet:



Georges Seurat:



Closeup of Above Georges Seurat Painting:



Materials:

“X” piece of paper previously prepared with a color wheel, red tempera paint, blue tempera paint, yellow tempera paint, cue tips, water tubs, newspaper.

Direct Instruction:

- Students will arrive to class and will take their seats. The teacher will turn on a slide presentation to introduce the unit Pointillism. As a formative assessment the teacher will ask if anyone has heard of the art movement Pointillism, Seurat, or what an optical illusion is.
- The first slide will be of the color wheel they will be creating during class, the teacher will ask students what the primary and secondary colors are and how to create each secondary color. Each slide will be discussed pointing out colors used next to each other to create values, as well as the optical illusion Pointillism creates.
- Once the slideshow is finished the teacher will have the students gather at a table to demonstrate how to create a color wheel using cue tips as a tool. The teacher will show how to dip just the tip into the paint and will ask students to use one side of a cue tip for one color of paint. Other guidelines for the color wheel is that students label their colors, fill up each pie slice on the wheel with dots, and that the teacher can see the dots clearly. This will be the time for questions, and once answered the students will take their seats at tables that have been previously set up with the three tubs of primary paint, a piece of newspaper underneath, and with a small bin with cue tips.
- Once the teacher sees that students are ready they will pass out the color wheel sheets and will ask students to label the color wheel with the colors red, orange, yellow, green, blue, and purple. The students will also write their names on the color wheel and will work throughout the class to finish in the time period. The teacher will answer questions as they arise and will give time warnings towards the end.

Clean Up:

Students will place their color wheels on the drying rack, throw away all used cut tips, put unused cut tips back into a bin on their table, wash out paint tubs, throw piece of newspaper away if dirtied, and will sponge down tables if dirtied.

Modifications for Students with Exceptionalities:

1. Students have preferential seating.
2. Students may sit or stand while working on their projects.

Technology: Smartboard Presentation

Instructional Resources:

Photo of Georges Seurat's painting: "A Sunday Afternoon on the Île de la Grande Jatte," 1884 (oil on canvas) http://www.metmuseum.org/toah/images/h2/h2_51.112.6.jpg

Close up photo of above painting:

<https://d1w5usc88actyi.cloudfront.net/wp-content/uploads/2012/06/Georges-Seurat-pointillism2.jpg>

Pointillism Color Wheel:

<http://image.slidesharecdn.com/seauratartlit91copy-120222220927-phpapp01/95/dot-dot-george-seurat-9-728.jpg?cb=1329948720>

Photo of example of Pointillism:

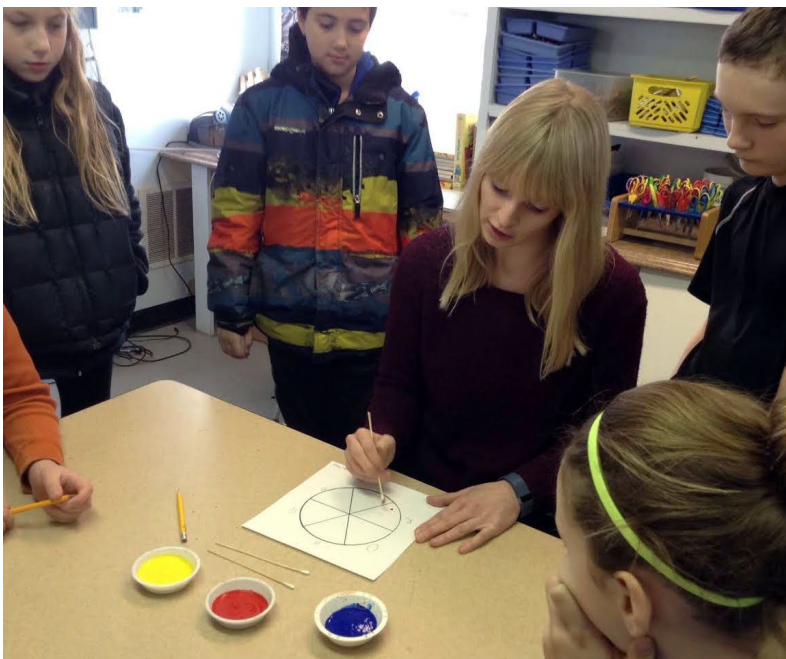
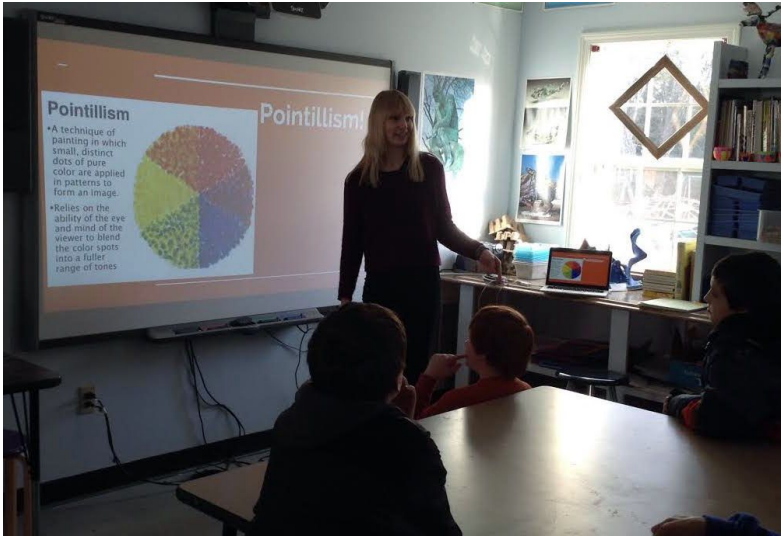
<https://s-media-cache-ak0.pinimg.com/236x/03/29/89/032989f32fc1cbc1ad2788f46d4da9d7.jpg>

Pointillist Landscape:

http://www.wikiart.org/en/georges-seurat/alfalfa-st-denis-1886?utm_source=returned&utm_medium=referral&utm_campaign=referral

Introduction of Project:

Two Different Schools

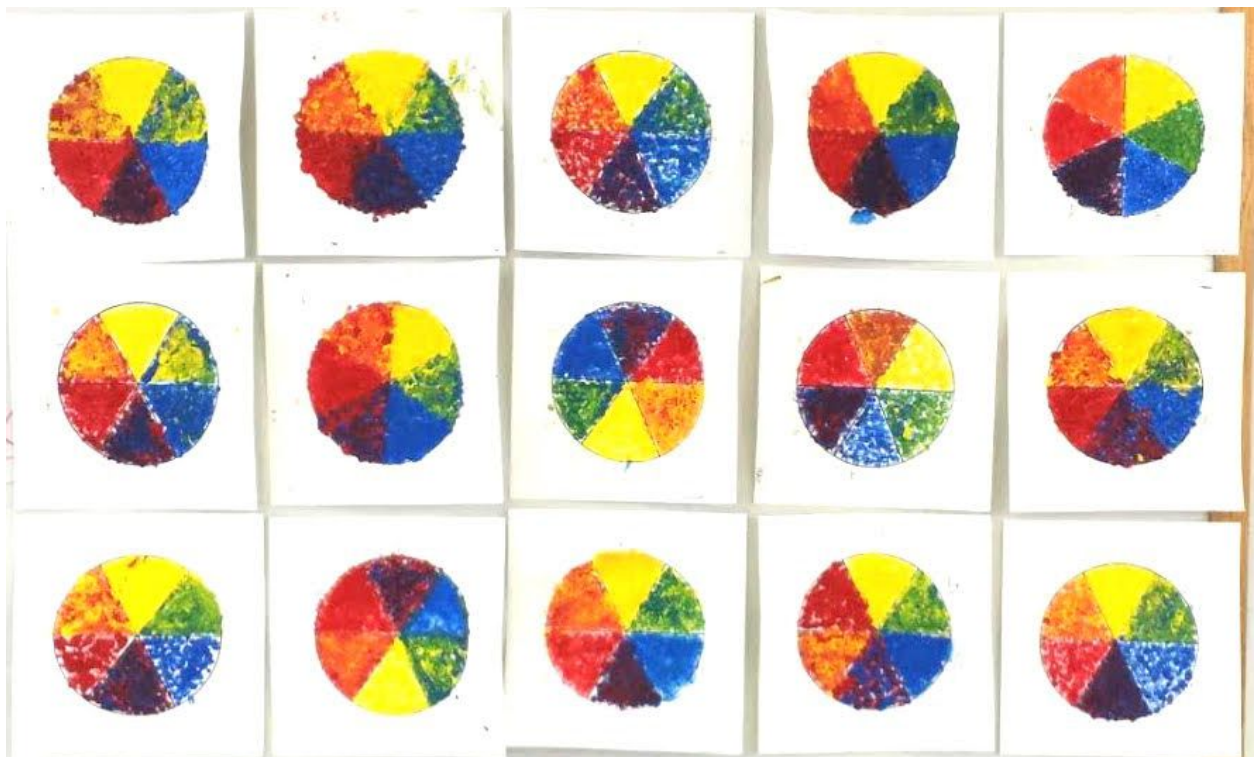


Students Working:





Students Final Work:



Throw Me For a Loop!

Lesson 2

Author: Shea Brook

Grade Level: 3-5

Time Span: 1 week
One 45 minute session

Essential Question: “How do one’s experiences influence their artwork?”

Provoking Questions:

1. How many “scenes” can you create?
2. What kind of images are you going to create?
3. Will you use all the colored Froot Loops available, and how will you arrange them?

Learning Objectives:

1. Students will compose multiple images using Froot Loops.
2. Students will use the plastic container size constraints to organize their “scenes.”
3. Students will use narrative to convey their decision making on their “scenes.”

Main Learning Results:



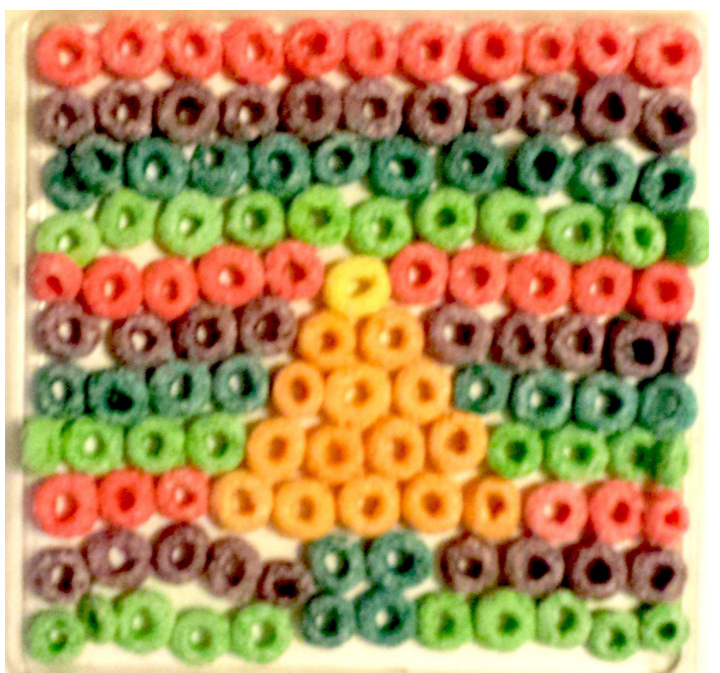
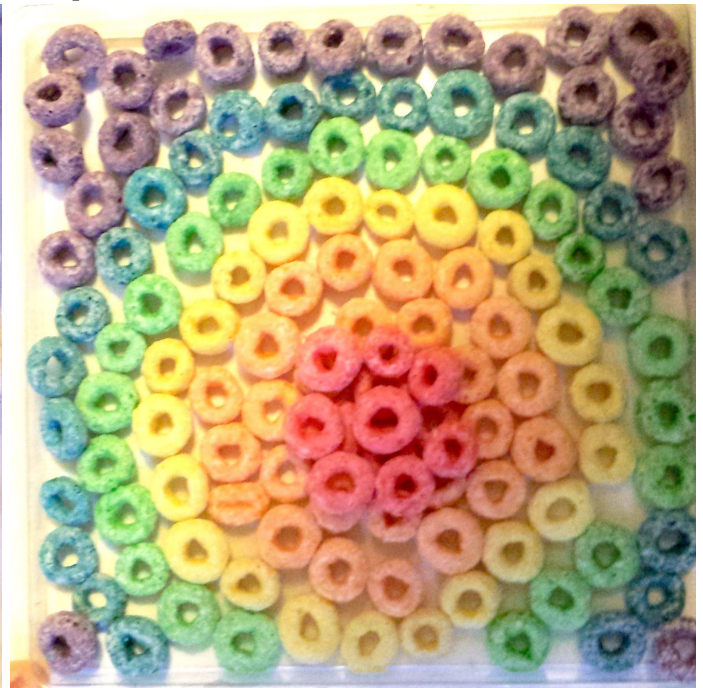
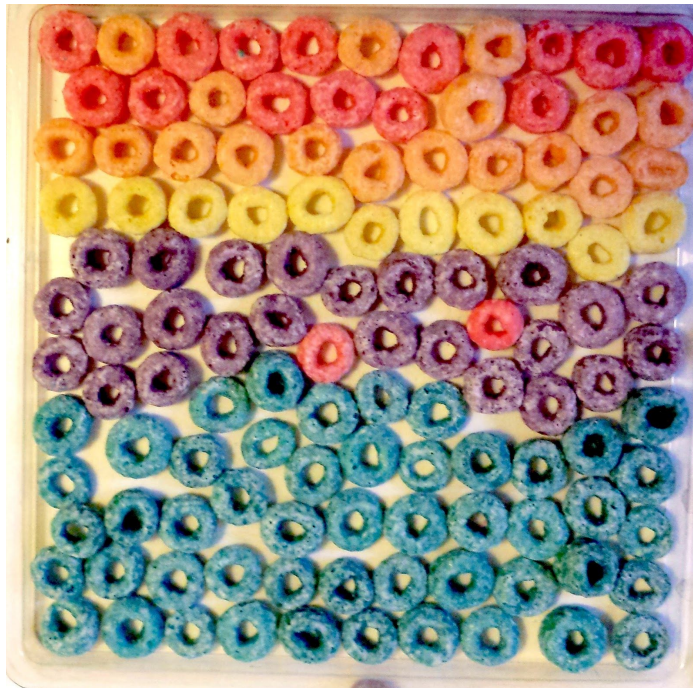
- A1: Artist’s Purpose**
- A2: Elements of Art and Principles of Design**
- A3: Media, Tools, Techniques, and Processes**
- B1: Media Skills**
- B2: Composition Skills**
- B3: Making Meaning**
- B4: Exhibition**
- C1: Application of Creative Process**
- E3: Goal-Setting**

Vocabulary & Visual Provocation:

Vocabulary: Pointillism, composition, pattern, balance, unity, assemblage, non-traditional media, scenes, primary & secondary colors.

Visual Provocation:

Student Examples:



Materials:

Froot Loops, 7"x7" flat plastic container, black markers, pieces of scrap paper, bins.

Direct Instruction:

- Students will arrive to class and will take their seats for a slide presentation. The teacher will begin by asking if anyone knows what froot loops are. The teacher will mention that in froot loops all the primary and secondary colors are present, and will ask what students remember from the previous class in regards to Pointillism. The slide presentation will be of examples of froot loop work from a previous class showing examples of patterns, color use and what not to do in regards to the flag image, which is the student didn't fill in the entire plastic container.
- After the slideshow the students will gather at a table near the chalkboard for a demonstration. The teacher will write up on the board a few examples of what students may do; patterns, landscape, sky, and anything they want. This is for those who have a difficult time getting started. The teacher will do a quick demonstration with the froot loops asking that students fill in the entire container, that they create an image, and that they don't consume any of the loops. This is due to health reasons, and the teacher will go further to say that they've been on the floor.
- The teacher will also mention that on each table there will be scrap paper and markers so that students write their names and place them next to their containers. This is because when students finish they must raise their hand for the teacher to come over and take a picture of their work, and if their name is not next to their container the teacher will not know to whom the artwork belongs to. Once the picture has been taken they may dump the loops back into the bin on the table and begin again. They may create as many images as possible in the time remaining.
- The reason the teacher takes the photos is for printing them out after the class to pass back to the students, also it's for showing that art can be from any materials available, and that art can be fleeting. Those who are mathematical take to this process due to the patterns.
- Students have the entire class period to work, the teacher will go around taking photos and encouraging students to keep creating as many as possible.

Clean Up:

Students will put all froot loops back into their bin in the middle of their table, clean any froot loops that fell on the floor, and will stack their plastic containers together on each table.

Modifications for Students with Exceptionalities:

1. For students with allergies, markers and colored pencils will be provided.
2. For students with tactile problems gloves will be provided.
3. Students have preferential seating.
4. Students may sit or stand while working on their projects.

Technology: Smartboard Technology

Instructional Resources: Photos of students work

Introduction of Project:

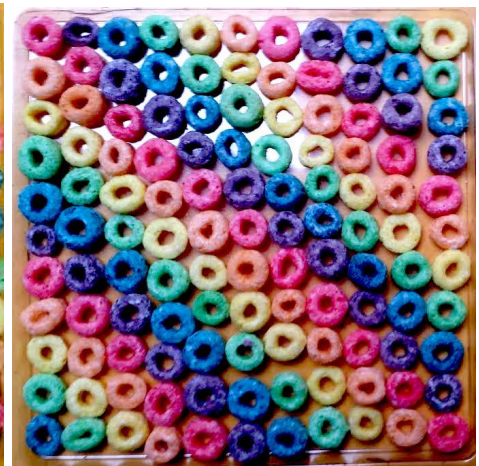
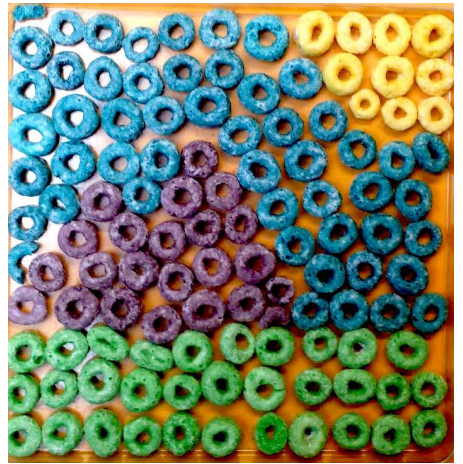
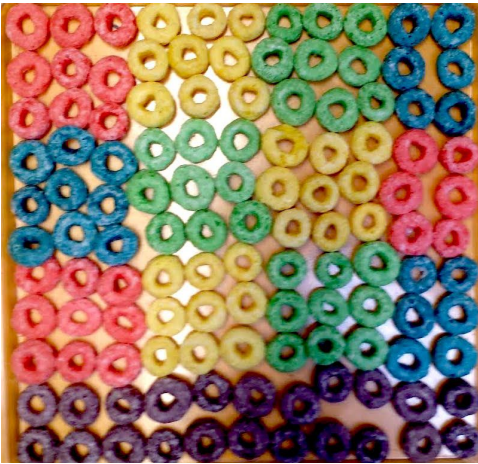
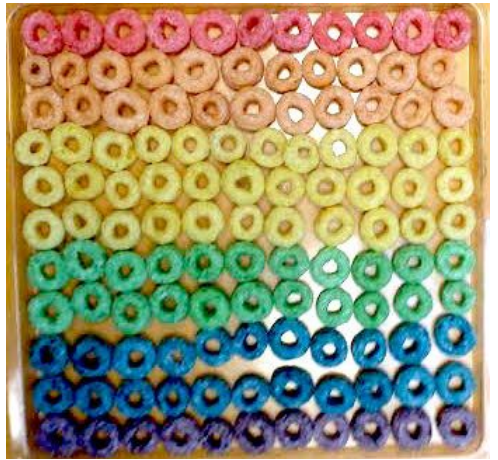
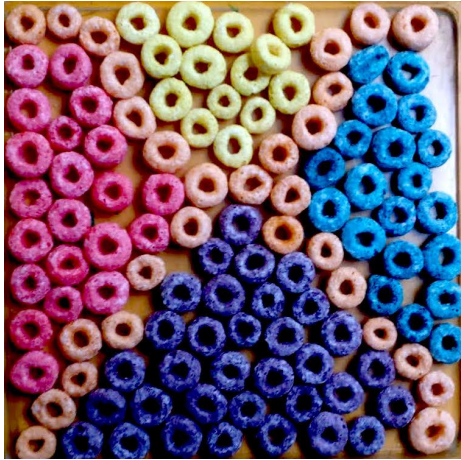


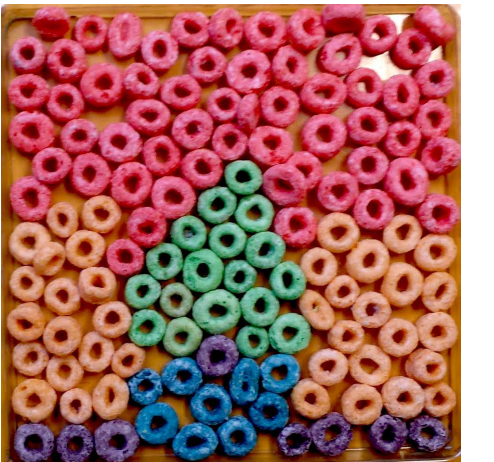
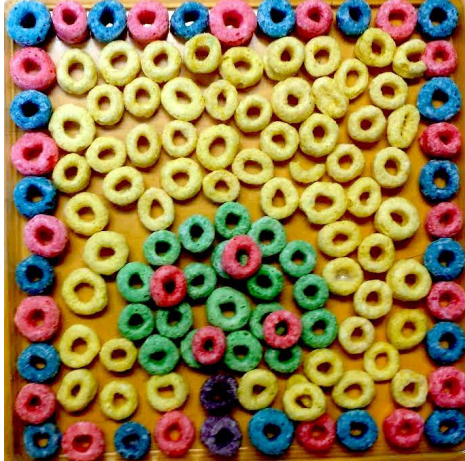
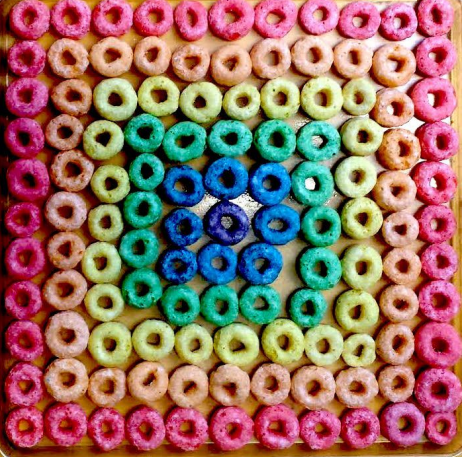
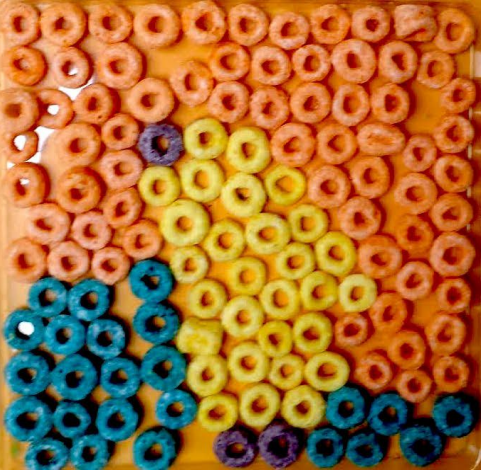
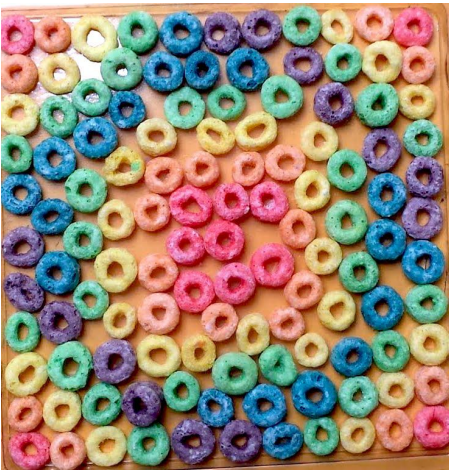
Students Working:

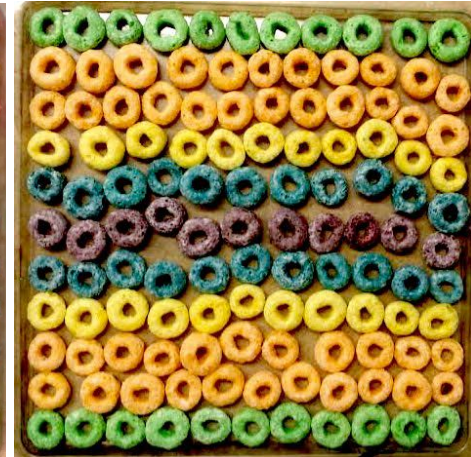
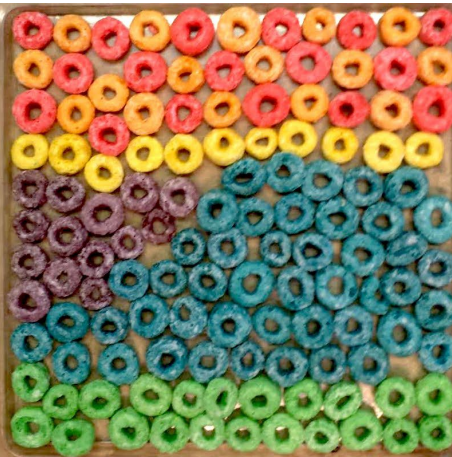
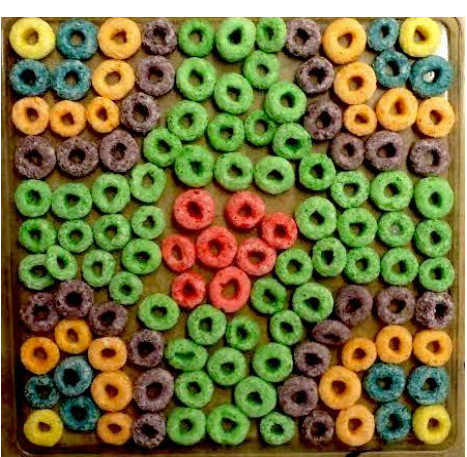
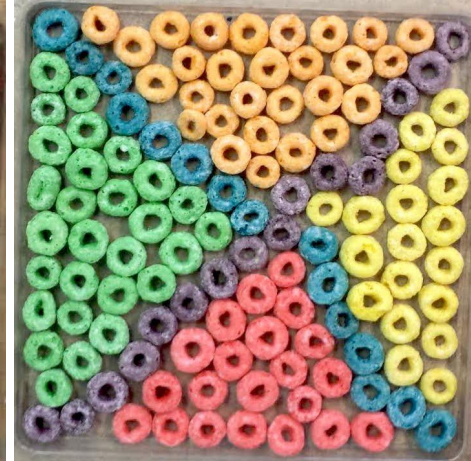
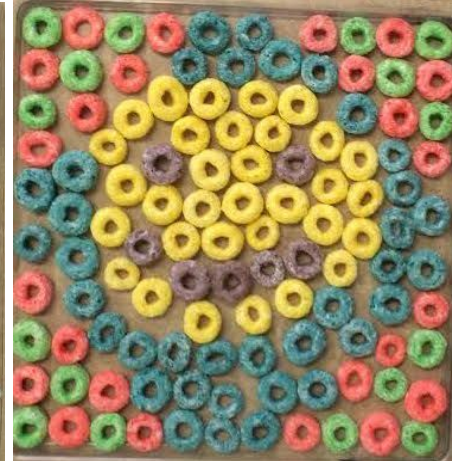
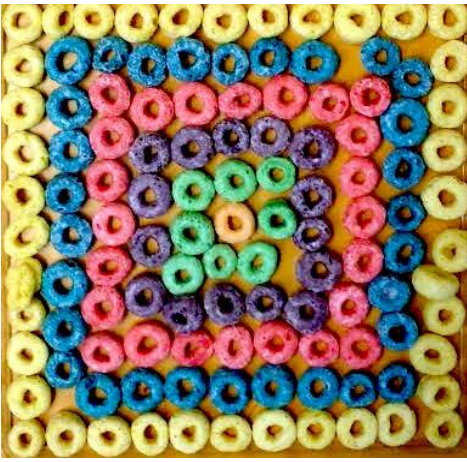




*Final Work:
Two Schools Work*









Puzzling Memories

Lesson 3

Author: Shea Brook

Grade Level: 3-5

Time Span: 3 weeks
Three 45 minute sessions

Essential Question: “How do one’s experiences influence their artwork?”

Provoking Questions:

4. Can you illustrate a personal memory using Pointillism?
5. Can you fill up the entire puzzle piece?
6. How will you use the four colors available to create your image?

Learning Objectives:

2. Students will demonstrate Pointillism through the creation of a painting applying an understanding of techniques previously learned such as using cue tips for the application of paint.
2. Students will illustrate a personal memory as a narrative that shows a “still frame” moment from the memory.
3. Students will experiment color mixing using the three primary colors to also create secondary colors with the addition of white to make tints.

Main Learning Results:



A1: Artist’s Purpose

A2: Elements of Art and Principles of Design

A3: Media, Tools, Techniques, and Processes

B1: Media Skills

B2: Composition Skills

B3: Making Meaning

B4: Exhibition

C1: Application of Creative Process

D1: Aesthetics and Criticism

E3: Goal-Setting

E5: Interpersonal Skills

Vocabulary & Visual Provocation:

Week 1:

Vocabulary: Pointillism, primary colors, tints, puzzle, memory recall, mark making, pattern, illustration, narrative, brain functions, zooming in, still frame.

Visual Provocation: Smartboard Presentation

All students will receive their color wheel project as reference for color mixing.

Teacher's example will grow over two weeks in stages.

Photo of Memory Lane:



Photos Illustrating Brain Functions:

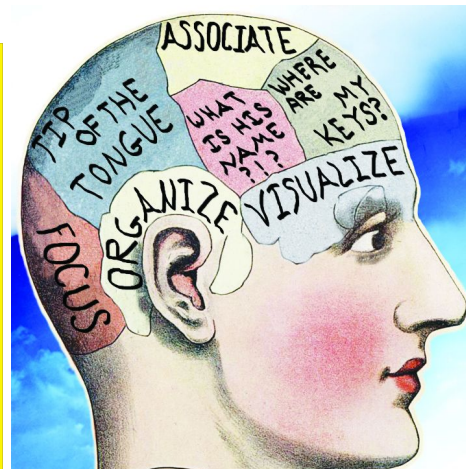
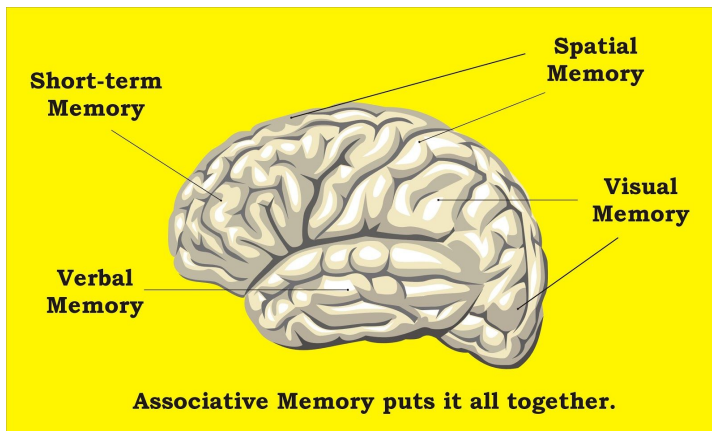


Photo of Heidi Copeman's Pointillist Painting:



Person Kayaking:



Puzzle Art:



Week 2:

Vocabulary: Pointillism, primary colors, warm and cool colors, puzzle, memory recall, mark making, pattern, illustration, narrative, brain functions, zooming in, artist's statement.

Visual Provocation: Teacher will remind students of the previous week's images.

Week 3:

Vocabulary: Pointillism, primary colors, artist's statement, description.

Visual Provocation: Teacher will remind students of the previous week's images.

Teacher's Example Finished: (2 different schools)



Materials:

Week 1: Pencils, red acrylic paint, blue acrylic paint, yellow acrylic paint, white acrylic paint, plastic tubs, 6"x6" black foamcore puzzle piece, cue tips, newspaper.	Week 2: Red acrylic paint, blue acrylic paint, yellow acrylic paint, white acrylic paint, plastic tubs, 6"x6" black foamcore puzzle piece, cue tips, newspaper.	Week 3: Red acrylic paint, blue acrylic paint, yellow acrylic paint, white acrylic paint, plastic tubs, 6"x6" black foamcore puzzle piece, cue tips, newspaper, assessment handouts, tape.
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Direct Instruction:

Week 1:

- Students will arrive to class and will sit down in seats of their preference. The teacher will turn off the lights and will direct the student's attention to the smartboard presentation of Pointillist paintings while talking about what the students have learned the past two weeks in creating Pointillism projects. The teacher will show images that will spark different ideas of memories they will remember from their past to create their projects.
- On the blackboard the words *Memories* will be written, and the teacher will begin by asking students to raise their hands to share different meaningful memories, and will write key words on the board for students to reference.
- The teacher will then have the students gather around a table for a demonstration. Students will be shown the black foam core pieces created and will be shown that on the back of each is the letter "P" for Puzzle, as well as a number next to it. The Number and letter will be in white and the teacher will tell the students that they must have that number readable and upright on the back so that they don't create a painting that will be upside down when the puzzle is assembled.
- The teacher will then tell the students of their own memory and will then tell the students that they will "zoom in" on the most meaningful part of the memory. The teacher will then take a pencil and a puzzle piece and will sketch lightly (mentioning this so erasing will be easy), and will sketch out their zoomed in memory. The teacher will then ask the students if they know how to make the color brown, and will then explain that all the colors they have before them is all they need. The three primary colors combined in dots make brown, and the teacher will demonstrate this on their puzzle piece. Questions about how to make pink and make lighter colors will be asked too, and thus the reason for white being on the table.
- The teacher will then have the students go take their seats and will hand out puzzle pieces, and pencils. The teacher will place newspaper, cue tips, and tubs of paint on each table when students begin to finish their sketch so they may begin painting. The students will work the entire class on their sketch and on their painting as the teacher walks around answering questions as they arise.

Week 2:

- Students will arrive to class and will be asked by the teacher about what they are creating and how to make certain colors to spark their memories. The teacher will hand out their puzzle pieces along with cue tips, tubs of paint, and newspaper for the center of the table.
- The students will work the entire class on their paintings as the teacher walks around answering questions as they arise. The teacher will push for students to be close to finishing because the next class they will have the beginning for any final touches to complete their puzzles due to they will be writing artist's statements as well as putting the puzzle together for a critique. The teacher will tell them that artist's statements writeups describing their work and they may do so in two to five sentences.

Week 3:

- The students will arrive to class and will finish their puzzles in the beginning of the class. Those finishing will be given handouts that have a designated box to write out their artist's statement. The teacher will have students raise their hands to describe what they remember about an artist's statement from the previous class to spark their memories.
- The teacher will give a time warning that will be for the last half hour of class. The final thirty minutes will be for the teacher to have the students come up by number to tape their puzzle to the board for a critique. The critique will be what the students see as a whole, not individual works. How do the memories work with each other? What's similar about any memories? How do all the colors look together? And so on. The teacher will hang the exhibit outside the hallway for the school to see before allowing the students to take home their pieces. The exhibit will give a description about Pointillism, and will have a puzzle image key labeled with the student's names. Their artist's statements will accompany their work as well.

Clean Up:

<i>Week 1:</i> Students will place foamcore paintings on the drying racks, put pencils away into bins, throw away used cue tips, wash out tubs of paint in sinks, and then will throw away newspaper on table.	<i>Week 2:</i> Students will place foamcore paintings on the drying racks, put pencils away into bins, throw away used cue tips, wash out tubs of paint in sinks, and then will throw away newspaper on table.	<i>Week 3:</i> Students will put pencils away into bins, throw away used cue tips, wash out tubs of paint in sinks, and then will throw away newspaper on table.
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Modifications for Students with Exceptionalities:

1. Students have preferential seating during class.
2. Students may sit or stand when creating their painting.

Technology: Smartboard Technology.

Instructional Resources:

Photo of a signpost "Memory Lane"- www.psych2go.net/wp-content/uploads/2015/06memory-ln.jpg

Photo of brain sections: www.semel.ucla.edu/sites/all/files/users/user-412/brainmapprintv4.jpg

Photo of brain sections: <https://dementiasos.files.wordpress.com/2012/02/brain-typesofmemory.jpg>

Photo of Heidi Copeman's Pointillist Painting:

http://www.copeman-art.com/yahoo_site_admin/assets/images/Pointillism-step3.222114241_std.jpg

Person Kayaking:

<http://www.artsmon.org/images/C.%20Paton%20Pointillism%20kayak%20scene.jpg>

Puzzle Art:

http://www.timkellyartist.com/puzzle_mac_61.jpg

Puzzling Memories:

Artist's Statement:

Write 2-5 sentences describing your memory:

Name:

Homeroom Teacher:

Memory:

Students Final Work:

