**Grade 2-8 Pointillism Art**

 **(Primary/Secondary Colors)**

Name: Miss Susanna

Grade level and subject: Grade 2-8 Art (taught one or two grades at a time)

Time: 50 minutes

Date: Tuesday, November 7, 2017

**Instructional Objectives:**

The student will be able to…

1. Explain what Pointillism is and in which country it was invented, by participating in end-of-class discussion.
2. Recreate (or create) a piece of Pointillism using magic markers.

**Materials Needed**

* Blunt tip magic markers
* Regular tip magic markers
* Papers with faint outlines of Pointillism images\*
* Pointillism example images
* Pointillism Painting: *Sunday Afternoon*

**Scope and Sequence of Lesson**

**Review / Drill:**

The four –ism’s taught so far:

* Romanticism
* Realism
* Impressionism
* Post-Impressionism

*The Great Wave* by Hokusai in Japan

**Hook / Anticipatory Set:**

* Who noticed something new on the classroom wall? (The color wheel) Discuss Primary Colors (Red, Blue, Yellow) How can we make Orange? Green? Purple?

**Lesson**

**Introduction:**

Today we want to look at some artistry from Post-Impressionism. (Slide Show)

* Mention Van Gogh’s slashed ear. (He suffered from psychotic episodes and once in a rage, severed part of his own left ear with a razor.)
* On slide 7, mention the ladies’ fashions of the day. Talk about hoop skirts and bustles.
* We could do one of several styles of art that started in Post-Impressionism. For today, I chose Pointillism. (We want to do some others, maybe this winter.)
* Pointillism was invented by Georges Seurat, a French man. Who can point to France on the map?
* Show slides 8 and 9 as you talk about the technique of pointillism.
* For this style of art, artists often used **oil paint** because they did not want the colors to bleed together.
* They would use mostly the **three primary colors and black** to make the paint dots. They often mixed colors of dots to give the impression of a different color. For example, they might mix some blue dots with yellow dots to give the impression of green.
* Describe how long it would take to do a whole canvass in Pointillism. (Demonstrate dipping the brush in paint then on canvass.)

**Direct Instruction / Modeling:**

Pointillism:

* We are lucky today that we have **magic markers** with which to do Pointillism.
* Show two different sizes of magic marker tips.
* Demonstrate placing dots in order to create a linear effect. (Tell how it goes faster to develop a pattern of placing your dots rather than randomly punching them.)
* Today we are not going to use only the primary colors but also the secondary colors. (Show packs of markers.) **Demonstrate mixing colors: red and yellow and orange.**
* Have student chose images and outlines. (simple Pointillism pictures can be found online to show to students)
* Have them **practice mixing dots of blue, yellow, and green on the edge of paper.** Walk around and critique techniques.
* Now have them start the actual picture.

**Assignment:**

* Recreate chosen Pointillism image.

**Closure:**

* What is the name for this style of art? (Pointillism)
* How does this style of art work? Describe it to me.
* Where was Georges Seurat from? (France)

\*Editor’s suggestion: Instead of having an outline for students to fill in, they could sketch their own simple picture to fill in with marker dots for their pointillism image. This would probably stretch the art lesson to 2 art periods.