

# Lesson 13

## How You See It



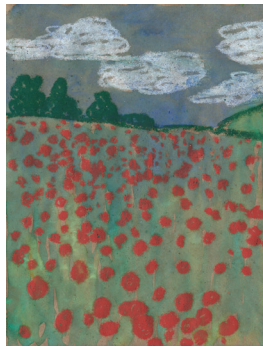
### Lesson Overview

Four 40-50 minute class periods

The students will create a series of two-dimensional works of art using drawing, painting and collage techniques.

### Lesson Objective

Create three pieces of artwork of the same subject from three different perspectives showing space and utilizing secondary colors.



Artist Focus:

# van Gogh, Monet and Tarkhov

# Supplies

## Day 1

- 9"x12" heavy drawing paper (1 piece per student)
- Worksheet 16, page 218, top half (1 copy per student)
- Pencils (1 per student)
- Oil pastels, variety of colors (Students can share)
- Damp paper towel (1 per student)
- Scissors (1 per student)
- Bottled school glue (1 bottle per student)
- 9"x12" piece brown paper (1 piece per student)

## Day 2

- 9"x12" brown paper (1 piece per student)
- Worksheet 16, page 218, bottom half (1 piece per student)
- Pencils (1 per student)
- Tissue paper, orange, green, violet (1/2 sheet of each color per student)
- Glue and water mixture, see Day 2 Lesson Sequence, Preparation (About 1/8 cup per student)
- Cups for glue (1 per student)
- Medium sized paint brush (1 per student)
- Scrap paper to protect work surface

## Day 3

- Oil pastels, variety of colors (Students can share)
- Damp paper towel (1 per student)

## Day 4

- 9"x12" brown paper (1 piece per student)
- Pencils (1 per student)
- Oil pastels, variety of colors (Students can share)
- Watercolor pan set (1 per student)
- Small paint brush (1 per student)
- Water cup for rinsing brushes (1 per student)
- Paper towels (1 per student)
- Scrap paper to protect work surface

# National Standards

## Grade 1

### *Creating*

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

VA:Cr3.1.1a Use art vocabulary to describe choices while making art.

### *Responding*

VA:Re7.2.1a Compare images that represent the same subject.

VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.

VA:Re9.1.1a Classify artwork based on different reasons for preferences.

## Grade 2

### *Creating*

VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.

### *Presenting*

VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.

### *Responding*

VA:Re7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.

# Vocabulary

- Still life
- Landscape
- Space
- Secondary Colors

# Lesson Introduction

- Today we are going to look at three different paintings. Some things are the same in the paintings and some things are different. They are all painted by different artists. Show the students the poster. What do you see in these paintings that is the same? There are flowers in all of the paintings. They are all the same kind of flower, poppies. What do you see that is different in these paintings? One painting includes only the flowers. One painting contains the flowers in a vase. One painting the flowers are in a field.
- Which painting do you like best? Why? Answers will vary. These are all good paintings but people like different kinds of artwork for different reasons.
- Let's look at the first painting, (the close up, by Tarkhov). Why do you think the artist painted the flowers close up? He wanted to show the details and probably thought the details were beautiful. The second painting is a vase of flowers. This painting is a **still life painting**. Review the definition of still life with the students. Still life paintings use subjects that are not alive or do not move. Why do you think this artist painted a vase of flowers? He probably thought they made a beautiful arrangement and liked the colors. This last painting is called a landscape painting. Who remembers what a **landscape** is? Art that shows what the land looks like in a specific area. Why do you think this artist painted this landscape? He probably thought the flowers in the field were beautiful.
- Today we are also going to look at how these artists showed space. Who remembers what **space** in art is? Making it look like some things are farther away than others. We are going to look at how these artists used overlapping and size change to show space. Where do you see overlapping in these paintings? In the petals, the flowers in the vase and the hills in the landscape. Where do you see the sizes change and get smaller the farther away the things are? In the landscape.
- In our next several classes we will be practicing making different kinds of artwork of the same subject from different perspectives like these artists did. We will see how the same thing can be beautiful close up and far away. Today we will begin by drawing a close up of a poppy flower so we can see the beauty in the details.
- In later classes we will make a still life and a landscape. We will be using the secondary colors to add color to our work. Who remembers what the **secondary colors** are? Orange, green and violet. How do we make a secondary color? Mix together two primary colors. What two colors do we mix to get orange? Red and yellow. What two colors do we mix to get green? Blue and yellow. What two colors do we mix to get violet? Red and blue.

## Poppies

Vincent van Gogh  
Claude Monet  
Nikolai Aleksandrovich Tarkhov

Right: Vase with Cornflowers and Poppies  
Vincent van Gogh  
1890  
Oil on canvas  
25.9 in. x 20 in.  
Below: Poppies  
Nikolai Aleksandrovich Tarkhov  
Oil on cardboard  
24 in. x 18.1 in.  
Bottom: Poppy Field in Argenteuil  
Claude Monet  
1873  
Oil on canvas



Poster 13

# Daily Lesson Sequence

## Day 1

### Preparation

- Gather supplies for Day 1. Copy Worksheet 16, page 218 and cut on the dotted line. Save the bottom half for Day 2.
- Note: The brown paper of paper bags or postal wrap works best for these projects. Light brown construction paper could also work.

### Sequence of Activity

1. Introduce the lesson using Lesson Introduction, page 107.
2. Tell the students that today they will be drawing a flower close up so they can see the beauty of the details. Using the “Bug Method” (see page 8) and Worksheet 16 (top) for reference. Demonstrate how to draw one of the example poppies on a 9”x12” piece of heavy, white drawing paper. Point out to students how the petals overlap. Add a leaf or another flower or bud to the drawing, taking care to overlap. Hand out 9”x12” drawing paper, Worksheet 16 (top), and pencils. Remind students to draw large, nearly filling the paper. Allow students time to work.
3. Demonstrate how to color the flowers using orange and green oil pastels. Outline the flower petals with red oil pastel and the stem and leaves with a darker green or blue oil pastel. Hand out oil pastels and allow students time to work.
4. Demonstrate how to add a small amount of brown and black detail to the center of the drawing. Using your finger, pull the color from the outside of the petals into the center of the petals. Pull the color from the center of the flower into the petals. Blend the greens in the leaves and buds. Clean fingers with a damp paper towel in between colors. Finish off by adding a few white dots in the center of the flower. Hand out damp paper towels, black, brown and white pastels. Allow students time to work.
5. Demonstrate how to cut out the drawing and glue to a 9”x12” brown paper. Hand out scissors and glue. Allow students time to work.

### Closure

- Have students write their names on their pieces and hand in.
- Have students clean up. Collect supplies.
- Review with students using Review Questions, page 111.
- Tell the students that next class they will begin creating a still life.

## Day 2

### Preparation

- Gather supplies for Day 2.
- Note: For glue mixture, mix 1 part water with 1 part bottled school glue.

### Sequence of Activity

1. Review with students using Review Questions, page 111.
2. Tell the students that today they will begin a still life. Show the students the poster of van Gogh’s still life again.
3. Cover work surfaces with scrap paper.
4. Using the Bug Method and Worksheet 16 (bottom) as a reference, demonstrate how to draw a vase on a 9”x12” piece of brown paper. Hand out Worksheet 16 (bottom), 9”x12” brown paper and pencils. Allow students time to work.
5. Demonstrate how to draw circles for the placements of the flowers. Allow students time to work.
6. Demonstrate how to paint one of the circles with the glue mixture. Tear off a strip of orange tissue paper about 1”x3”. Loosely wad the tissue paper strip and place on the glue covered circle. Paint over the tissue paper with glue mixture. Repeat until all of the circles are covered. Hand out glue mixture, brushes and orange tissue paper. Allow students time to work.
7. Demonstrate how to tear off smaller pieces of violet tissue paper and glue in various places throughout the bouquet to add small purple flowers. Hand out violet tissue paper. Allow students time to work.
8. Demonstrate how to add green to all of the empty areas in the bouquet. Apply glue first. Tear and wad small strips of green and apply to glued area. Paint over the green with glue. Hand out green tissue paper and allow students time to work.

### Closure

- Have students write their names on their work and place in a safe place to dry.
- Tell students that next class they will be adding color to the vase and background.

## Day 3

### Preparation

- Gather supplies for Day 3.

### Sequence of Activity

1. Review with students using Review Questions.
2. Demonstrate how to draw a table line behind the vase so that the vase appears to be sitting on a table. Tell the students that this also shows space just like a horizon line in a landscape. Hand out pencils and direct students in drawing the table line.



3. Demonstrate how to color the vase and background using oil pastels. Allow students to choose any colors they like. Hand out oil pastels and allow students time to work.
4. Demonstrate how to blend the oil pastels using your finger. Wipe finger on a damp paper towel between colors. Hand out damp paper towels and allow students time to work.
5. Demonstrate how to add details to the flowers using black oil pastel. Hand out black oil pastels and allow students time to work.

### **Closure**

- Collect student work and supplies.
- Have students clean up.
- Tell the students that next class they will be making landscapes.

## **Day 4**

### **Preparation**

- Gather supplies for Day 4. Fill water cups.

### **Sequence of Activity**

1. Review with students using Review Questions, page 111.
2. Tell the students that today they will be creating a landscape. Show the students the poster of Monet's landscape again.
3. Cover work surfaces with scrap paper.
4. On a 9"x12" piece of brown paper demonstrate how to draw the horizon line with two overlapping hills. Draw bush or tree shapes along the horizon line. Hand out 9"x12" brown paper and pencils. Allow students time to work.
5. Using white oil pastels demonstrate how to draw clouds in the sky. Do not blend the pastel. Hand out white oil pastels and allow students time to work.
6. Demonstrate how to trace the horizon line and color the trees with dark green oil pastel. Do not blend the pastel. Hand out dark green oil pastels. Allow students time to work.
7. Demonstrate how to draw circles for the flowers in the field using orange oil pastel. Demonstrate how to draw larger circles in the foreground, medium circles in the middle ground and small dots towards the background to show a feeling of space. Overlap some circles. Hand out orange oil pastels and allow students time to work.
8. Demonstrate how to use blue water color to paint the sky blue. Paint everything above the horizon line blue. The oil pastels will resist the watercolor so it will only soak into the uncolored paper areas. Hand out water color pan sets, brushes, water cups and paper towels. Allow students time to work.
9. Demonstrate how to paint over the field areas with green watercolor. Paint using short, vertical brush strokes. Some of the brown paper may be left unpainted. Paint over the field area again with yellow, again using short, vertical brush strokes. Allow students time to work.

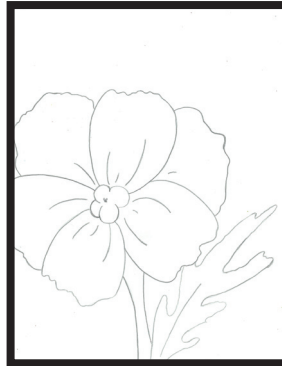
### **Closure**

- Have students write their names on their landscape paintings. Collect and place in a safe place to dry.
- Have students clean up. Collect supplies.
- Display close up, still life and landscape works together. Hold a critique with the students. Have students point out how each of the pieces shows space.
- Ask the students which look they like best and why. Point out how people like different kinds of art for different reasons.

# Project Steps

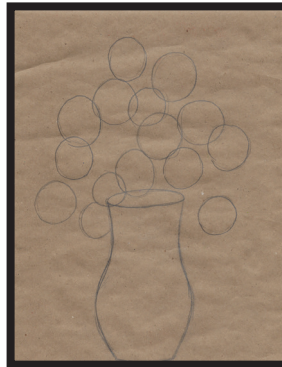
## Day 1

- Using Worksheet 16 as reference draw a flower and leaves
- Color and blend using oil pastels
- Cut out and mount on brown paper



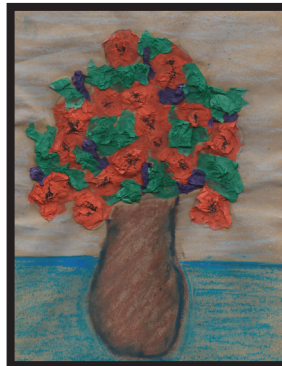
## Day 2

- Using Worksheet 16 as a reference, draw a vase and circles for flowers
- Fill in color with tissue paper



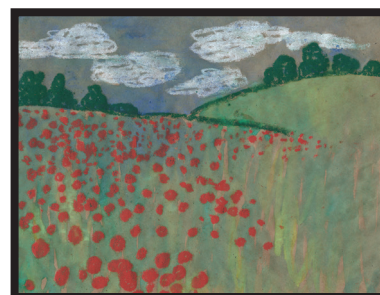
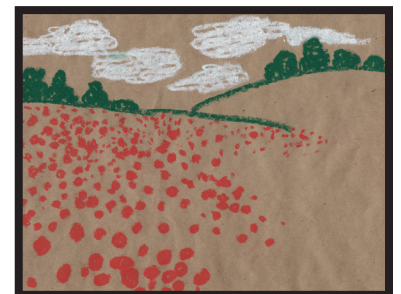
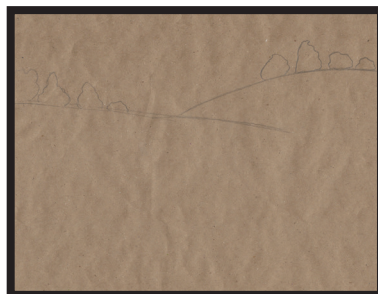
## Day 3

- Add a table line
- Color and blend using oil pastels
- Add detail to flowers with oil pastel



## Day 4

- Draw horizon line and trees
- Add oil pastel details
- Paint over landscape with watercolors



# Review Questions

1. *What is a still life?* Art that shows subjects that are not alive or do not move
2. *What is a landscape?* Art that shows what the land looks like in a specific area
3. *What is space in art?* Making it look like some things are farther away than others
4. *How do artists show space in art?* By overlapping and changing size
5. *What are the secondary colors?* Orange, green, violet
6. *What colors are mixed to make orange?* Red and yellow
7. *What colors are mixed to make green?* Yellow and blue
8. *What colors are mixed to make violet?* Blue and red

## Grading Rubric

### How You See It-Poppies

<b>Poppy Close Up</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Poppy Still Life</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Poppy Landscape</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Creativity</b> —in design	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Effort</b> —took time and put forth effort in creating	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Craftsmanship</b> —project is neat and edges are clean	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Total: /30

**Comments:**

Grade:

