



# Celebrating the Art Elements

**GRADE:** 3                      **TIME:** two sessions

Developed by Linda Pfisterer, Art Specialist

<p><b>KIT INCLUDES:</b></p> <ul style="list-style-type: none"> <li>• lesson plan</li> <li>• Roy Lichtenstein paintings: <i>Still Life with Lemons</i> <i>Self Portrait II</i> <i>Imperfect Painting</i></li> <li>• teaching boards of color, shape, texture, line, value, and watercolor painting techniques.</li> <li>• lesson example</li> <li>• Book, <u>Lichtenstein</u> by Taschen</li> </ul>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• watercolor paints</li> <li>• brushes, #7 or 8 rounds</li> <li>• water cups</li> <li>• paper towels</li> <li>• black oil pastels</li> <li>• construction paper: 9 x 12" white 9 x 6" white 12 x 18" black</li> <li>• scissors</li> <li>• glue</li> </ul>
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**LESSON DESCRIPTION:**

Students discuss art made by the famous American Pop artist, Roy Lichtenstein. They look for the elements of art, using their art vocabulary. Then they use these elements to develop a drawing/painting/collage.

<p><b>VOCABULARY:</b></p> <p>analogous colors shape, line, texture horizontal, vertical, diagonal wet-on-wet and wet-on-dry watercolor techniques overlap</p>	<p><b>ART ELEMENTS:</b></p> <p><input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/Perspective</p>	<p><b>ART PRINCIPLES:</b></p> <p><input checked="" type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input checked="" type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis</p>	<p><b>CONTENT CONNECTIONS:</b></p> <p>The art elements and principles.</p> <p><b>THEMES:</b></p> <p>Celebration of the art elements</p>
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**OBJECTIVES AND ASSESSMENT CRITERIA:**

1. Students will be able to explain how Roy Lichtenstein used the art elements and principles.
2. Students will draw a design with specific directions that use the art elements and principles.
3. Students will paint the design with an analogous color scheme.
4. Students will use the watercolor techniques, wet-on-wet and wet-on-dry and be able to show the difference between them.
5. Students will cut repeated shapes in varied sizes and use them to show perspective.

**PREPARE:**

1. Cut the 9x6" white construction paper.
2. Gather the rest of the supplies.
3. Try the lesson in advance.

## ENGAGE AND EXPLORE:

Display the three Lichtenstein paintings: *Still Life with Lemons*, *Self Portrait II*, and *Imperfect Painting*. Display the teaching boards to discuss the elements and principles of art. Allow the students to sit on the floor close to the display.

1. **Roy Lichtenstein** (Lick – ten – stine) is a “Pop” artist from the United States. His paintings look like cartoons as he uses hard lines and flat colors. Read the titles of each painting.
2. Hold up the art element boards to help the students with the vocabulary. Let the students describe the kinds of **lines** they see in the paintings. Name the **colors** and **shapes** as well.
3. Point to the texture in the painting and name the repeated lines. **Texture** is the way a surface looks or feels to the touch. We use repeated lines or shapes to create a texture.
4. Find the patterns in the paintings. **Pattern** is the repeated line or shape, or both.
5. Can you find examples of balance in Lichtenstein’s paintings? **Balance** is created in a piece of art by repeating the same lines, colors, shapes or textures in different places.

## CREATE:

**Hand out supplies:** papers, glue sticks and black oil pastels. Each student receives three papers: a white 9x12” and 9x6” and a black 12x18” paper.

**Glue** the 9x12” white paper in the corner of the 12x18” black, leaving a one inch border on two sides. Sign your name in pencil in the bottom right hand corner of the white paper.

### **Celebrate the Art Elements ... with the following directions.**

To begin the activity, read the following directions allowing students to make their element choices. Name and discuss each element as you give the following directions. Students draw with a black oil pastel. It is helpful for the teacher to demonstrate the steps.

1. Using the small 9x6” white paper and a black oil pastel, choose one shape and draw it 3 times in a row; large, medium, and small size. The large shape could almost touch the edges of the paper.
2. On the large glued white paper, draw the same shape very large, but don’t let it touch the edges.

3. Repeat the same shape small, not tiny.
4. Repeat the same shape medium size, overlapping the large first shape.
5. Now choose one kind of line and make it go from one end of the paper to the other. It can go vertically or horizontally or diagonally. Draw a line through a large empty white space.
6. Repeat the next line going in the same or any direction.
7. Now look for big empty spaces and draw four or five short lines to break up big spaces.
8. Pick one texture and fill in two big spaces. Balance your picture by putting the texture pattern on different sides of the design.
9. Put the same texture on your biggest shape on the smaller white paper.
10. Choose another texture and fill two spaces. Balance by putting the new texture in two different places.
11. Put the second texture on the middle sized shape on the smaller white paper.
12. Cut out the three shapes on the smaller white paper and lay them on the black part of the main drawing so the biggest shape is overlapping the large main drawing. The other two shapes should float in the black to give depth. Near is larger and far is smaller. Glue the shapes down.
13. Pick two or three analogous colors to paint your design. \* Analogous colors touch each other on the color wheel. You may have two or three analogous colors, but never four.
14. Begin painting the design using the wet on wet watercolor technique to get colors to blend. Use the wet on dry when you want to see your brush stroke. The wet on dry works well to paint textural lines or dots on painted areas. \*\* Leave several spaces white, or unpainted. The unpainted spaces need to be planned to have them in different places around the design. This gives balance.

**Clean-up tips:** Clean up materials as you go along.

## CLOSE:

**ASSESSMENT:** Allow students the opportunity to show their finished art to the class and talk about their choices of shapes, lines, color scheme and texture.

### Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Can you name the art elements found in Lichtenstein's art? (K)
			2. Did you follow the directions that used the art elements in your art? (KSC)
			3. Can you name the analogous color scheme you used in your painting? (KSE)
			4. Did you try both the wet-on-wet and wet-on-dry painting techniques? (KSE)
			5. What shape did you repeat in three sizes to show perspective? (KSE)
			6. Did you add your own imaginative touch to your art? (C)
			7. Did you actively listen and follow directions? (A)
			8. Did you do your best during this lesson? (E)
			<u>Teacher self-critique</u>
			8. My teaching of this lesson: <div style="display: flex; justify-content: space-between; width: 100%;"> <span>1</span><span>2</span><span>3</span><span>4</span><span>5</span><span>6</span><span>7</span><span>8</span><span>9</span><span>10</span> </div> <div style="display: flex; justify-content: space-between; width: 100%; font-size: small;"> <span>needed improvement</span><span>was highly successful</span> </div>
			9. What would I do differently next time?

### **ALIGNMENT:**

<b>Alignment of Standards:</b> Art: A1,2,3,4; C2b,4,5 English: R1.2, R1.6, R1.10 Math: M5.1.1, M5.1.6, M8.1.3	<b>Alignment of GLE's:</b> Reading: R1.2, R1.4, R1.6 Math: M5.1.1, M5.1.6, M8.1.3
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### **CREDITS:**

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