

Lesson Title: Emotion Expression Paintings

Miss Cassetta

Goal/Activity: Students will create abstract paintings using one of the color relationships they learn in class (Analogous, Complementary, or Monochromatic). These abstract paintings will represent an emotion of their choosing.

Developmental Rational: Students have been learning about the Elements and Principles, with this vocabulary, they will be able to interact with and meaningfully interpret works of abstract expressionists and fauvists.

Prior Knowledge/Learning: Students have been taught about the elements and principles, they will be expanding upon their knowledge on the element of Color and Shape specifically.

History/Background: Color and shape are two of the building blocks of every piece of artwork ever created, sometimes they can stand alone. Color can trigger emotions and reactions, shapes can help further influence one's emotions about a piece of artwork. Artists learn how to be more intentional through their choices in color and shape, especially when dealing with abstracting their intentions. Abstract artwork has been a way for artists to simplify a message and allow the viewer to have more control in their own interpretations. It is important for art students to abstract their ideas every so often in order to be able to appreciate the process of making as well as the final product.

Standards:

9.1.5.H Use and maintain materials, equipment, and tools safely at work and performance spaces.

9.1.5.E Know and demonstrate how the arts can communicate experiences, stories, or emotions through the production of works in the arts.

9.3.5.F Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.

9.4.5.D Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities.

Objectives:

Knowledge (Cognitive/Head): Students will be able to recognize how to abstract their emotions in order to create meaningful and intentional abstract artwork.

Skill (Psychomotor/Hands): Students will be able to use acrylic paint responsibly in order to preserve the lifespan of the materials.

Attitude (Affective/Heart): Students will be able to recognize how color and shape can affect their interpretation of artwork in order to appreciate what it can do for them individually.

Prep: Teacher example, Artists examples, PPT/videos

Supplies:

- Canvas board
- Acrylic paint
- Brushes
- Palettes
- Palette knives
- Cups/water
- Newsprint

Vocabulary:

- Abstract
- Color (Analogous Colors, Complementary Colors, Primary Colors, Hue, Secondary Colors, Tertiary Colors, Monochromatic)
- Shape (Geometric or Organic)
- Palette
- Brush
- Palette Knife
- Underpainting
- Expressive
- Acrylic Paint
- Canvas Board

Visuals/References to Art History: Abstract Expressionism, De Stijl

Assessment: Rubric/ Critique Worksheet

Extension Activity for early finishers: Sketchbook drawing/ drawing prompts/ finish work for another class

General Time Budget/Sequence:

Day 1: What is color?

POD: Draw something abstract.

Classwork: Color worksheet

Day 2: What is shape?

POD: Fill a page with organic shapes.

Classwork: Shape worksheet

Day 3: What is abstract art?

POD: Draw something cold.

Classwork: 3 sketches-

Rules:

You are only allowed to use Shapes and Colors

You must use one of the three color relationships we learned about: Monochromatic color, Complementary colors, or Analogous Colors

Your painting must represent an emotion or feeling or your choice

Day 4: Wassily Kandinsky

POD: Draw something warm.

Classwork: Listen to 3 songs (Mr Blue Sky, Bad Habit, and Let it Happen), draw what you hear.

Day 5: Kahoot Review and winter crafts.

POD: Draw an elaborate-looking gift.

Classwork: Kahoot and winter crafts.

Day 6: Mark Rothko

POD: Draw your favorite park during winter break.

Classwork: Continue 3 sketches

Day 7: Paint Demo, rules and clean up

POD: Draw something you learned from Tik Tok.

Classwork: Finish sketches/start final painting.

Day 8: Georgia O'Keeffe

POD: Draw something from your favorite movie.

Classwork: Continue painting, listening to video about Georgia O'Keeffe while working.

Day 9: Cy Twombly

POD: Draw something using only scribbles

Classwork: Continue work on paintings/ Cy Twombly Worksheet

Day 10: Lee Krasner

POD: Draw something wild.

Classwork: Continue work on paintings, final day

Day 11: Critique

POD: Draw your favorite cartoon character completely from memory.

Classwork: Critique worksheets

References:

Mark Rothko

Georgia O-Keeffe

Henri Matisse

Piet Mondrian

Willem DeKooning

Wassily Kandinsky

Cy Twombly

Lee Krasner