

<p style="text-align: center;"><b>Visual Art - Grade 3</b></p> <p style="text-align: center;"><b>Lesson 5.5 – Monochromatic Still Life</b></p>
<p><b>CALIFORNIA ARTS STANDARDS</b></p> <p><b>CREATING-Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.  <b>3.VA:Cr1.1</b> Elaborate on an imaginative idea.</p>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Create tints and shades from a single color.</li> <li>• Apply tints and shades from a single color to create a monochromatic painting of a single object.</li> </ul>
<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Color:</b> how objects reflect light and appear visually.</li> <li>• <b>Orientation:</b> the relative position of the work of art, portrait or landscape</li> <li>• <b>Palette:</b> a thin board or slab on which an artist lays and mixes colors.</li> <li>• <b>Shade:</b> color darkened by adding black.</li> <li>• <b>Shadow:</b> a dark area or shape produced by an object blocking light</li> <li>• <b>Tint:</b> color lightened by adding white.</li> <li>• <b>Highlight:</b> a bright or reflective area</li> <li>• <b>Value Scale:</b> Scale showing the range of values from black to white and light to dark.</li> </ul>
<p><b>INSTRUCTIONAL MATERIALS</b></p> <ul style="list-style-type: none"> <li>• 9" x 12" white construction paper, one per student</li> <li>• Pencil, one per student</li> <li>• Foam plate, one per student</li> <li>• Size 12, 8 and 6 paintbrush, one each per student</li> <li>• Paper towel, 2 per student</li> <li>• Container with water, one per student</li> <li>• One color tempera paint, quart per classroom</li> <li>• Black and white tempera, pint each per classroom</li> <li>• Monochromatic objects (e.g., life like plastic fruit :green pear, red apple, yellow banana)</li> <li>• Baby wipes, at least one per student</li> </ul>
<p><b>WARM UP</b>  (5 minutes)</p> <ul style="list-style-type: none"> <li>• Sing the "Arts Smart" song. Song demo track:  <a href="https://drive.google.com/open?id=1P6j_ZPFggSX2pBsl7X5TVo_C4SJaPkof">https://drive.google.com/open?id=1P6j_ZPFggSX2pBsl7X5TVo_C4SJaPkof</a></li> <li>• Display one of the monochromatic still life images from the end of this lesson on the Promethean board in an area easily seen by all students.</li> <li>• Allow 1 minute for students to examine the work silently.</li> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ What do you see?</li> <li>○ What does monochromatic mean?</li> </ul> </li> </ul>
<p><b>LESSON</b>  (40 minutes)</p>

- Distribute 9" x 12" white construction paper, a pencil, a size 12, 8 and 6 paint brush, a foam plate, paper towel and a container with water to each student.
- Display a single monochromatic object in a central area of the classroom or place several monochromatic objects on desks in areas easily seen by students.
- Distribute about a tablespoon of tempera paint the same color as the still life object(s) to each student on the foam plate or palette.
- Demonstrate how and instruct student to:
  1. Write the student name on one side of the paper.
  2. Turn paper over and collect pencils.
  3. Turn the white construction paper in the orientation that best fits the object.
  4. Visually plan the work of art by estimating size, shape and placement of the object.
  5. Paint the shape of the object using the pure color and the largest of the paint brushes.
  6. Add small amounts of white paint to create a tint of the color.
  7. Place tint on the painting in spaces to show highlighted areas or places where light hits the object most brightly using the smallest paintbrush.
  8. Add small amounts of black to the pure color paint to create shades.
  9. Place shade on the painting in areas to show shading or shadow on the object using the medium paint brush.
- Discuss the use of paintbrush size in relationship to the area that needs to be painted and the level of detail the brush can give.
- Discuss the use of black and white paint together with the pure color. Grey will happen whenever black and white are used together.
- Remind students to fully clean brushes between uses and blot the brushes on the paper towels to insure cleanliness and purity of color.
- Allow students to continue work on the still life painting individually, including the creation of a background.
- Place works of art in a safe drying area.
- Instruct student to execute clean up practices as appropriate.

## **REFLECTION/CLOSING**

(5 minutes)

- Discussion questions:
  - What part of the painting process was difficult?
  - What did you do?



*Still Life in Green* by Elena Katsyura, 2012






From Olivearc.com



By Erich (Dona Minucia)

# Arts Education Project

<b>Date:</b>	<b>Classroom Teacher:</b>	<b>Discipline</b> Visual Art
<b>VAPA Teacher:</b>	<b>Room #:</b>	<b>Lesson 5.5</b> Grade 3
<b>Lesson Objective(s):</b> <ul style="list-style-type: none"> <li>• Create tints and shades from a single color.</li> <li>• Apply tints and shades from a single color to create a monochromatic painting of a single object.</li> </ul>		
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Color:</b> how objects reflect light and appear visually.</li> <li>• <b>Orientation:</b> the relative position of the work of art, portrait or landscape</li> <li>• <b>Palette:</b> a thin board or slab on which an artist lays and mixes colors.</li> <li>• <b>Shade:</b> color darkened by adding black.</li> <li>• <b>Shadow:</b> a dark area or shape produced by an object blocking light</li> <li>• <b>Tint:</b> color lightened by adding white.</li> <li>• <b>Highlight:</b> a bright or reflective area</li> <li>• <b>Value Scale:</b> Scale showing the range of values from black to white and light to dark.</li> </ul>		
<div style="text-align: right;">  </div> <p>To see today's lesson: <a href="https://sites.google.com/sandi.net/artseducationproject">https://sites.google.com/sandi.net/artseducationproject</a></p>		