

Artist Study Outline

Lesson #1 Artists mix their own colours. Read picture book on colour mixing.

1. introduce the colour wheel
2. start with inner ring – primary colours (yellow, red and blue)
3. do the middle ring – secondary colours
4. outer ring – tertiary colours
5. introduce black and white – shades to lighten or darken
The students can use pencil crayons or paint to complete the colour wheel (I use pencil crayons: you get the effect without the mess)
6. students put the colour wheel in their Art duotang for reference when painting

Lesson #2 Colour mixing piece (1 of 2)

1. set up painting materials on desks/pods
2. Students must make an abstract painting (explain/demonstrate the meaning of abstract)
3. Review criteria sheet with the students: must show at least 10 different/colours or shades in their painting as well as follow all the other criteria
4. same day/next day: (usually do in the next day) students reflect/evaluate their piece using the criteria sheet (fill out criteria sheet) “PS. There is no spot for does the teacher like this”
5. Have a gallery walk and then debrief in a community circle: describe what they appreciated NOT what they liked. Having a gallery walk helps kids get ideas and reflect back on their own piece

Lesson #3 Colour mixing piece (2 of 2)

1. complete colour mixing piece number 2 follow the above lesson

Note: before starting the second piece: have the students reflect on their first piece and what they said they would do differently a second time. This makes the kids reflect critically and the gallery walk gives everyone more ideas.

Piece #2 same criteria: (you will observe how the kids gain confidence and skill in colour mixing very quickly. Same day or next day- fill out the criteria sheet

Lesson #4 Masterpiece

1. choose which colour mixing piece #1 or #2 to take to masterpiece -mount and do an artist statement

2. do another gallery walk and share
3. display artwork for all to enjoy

ARTIST STUDY:

Emily Carr is a good choice because of her aboriginal content and she is from British Columbia.

Roy Henry Vickers is also a good choice – aboriginal, lives in B.C., is still alive and can be reached on Instagram

Ted Harrison: Inuit content/vibrant art that kids connect to with ease

Monet

Lesson # 1:

1. Choose an artist
2. before the lesson have students bring a fact/facts/art examples from the chosen artist. Sticky notes for recording (facts should be kid friendly, interesting and in their own words)
3. lesson day: students share their facts individually. (post each one on chart paper or bulletin board for future reference and accessibility throughout the unit.)
4. using calendar pictures: students in 2's or 3's meet with a piece of art Task: come up with a name for the painting and why you chose it (think deeply) ALSO: discuss and be ready to share some characteristics of the artists style 10-15min
5. each group then shares their painting name/why/characteristic
Record characteristics on chart paper for future lessons. (you will notice that connection to the artist and excitement is already building)
6. end lesson: read a picture book about the artist – reflect back on some of the facts that have already been shared.

Lesson#2: similar to colour mixing lessons

NOTE: between art lessons I usually read more about the artist with books and articles. I also display books/articles for the kids to read on their own.

1. Today we are going to paint a picture in the “Spirit of Emily Carr” 1 of 2 paintings : review characteristics of an Emily Carr painting and review the criteria sheet
2. Kids set up their desks with painting supplies Again, the students are mixing all their own colours (have colour wheels accessible).

Note: only 1 piece of paper will be given to you. There are no mistakes in Art.

Lesson #2 continued:

3. complete painting
4. Next day or next lesson fill out criteria sheet

Note: Important: before next lesson: Have a gallery walk and sharing time

Lesson #3:

1. Have students set up the supplies.
2. Review criteria sheet and characteristics of an Emily Carr painting
3. Paint second masterpiece: (it is amazing to see the critical thinking, skill and confidence build)
4. complete second painting
5. complete the criteria sheet

Lesson #4:

1. Students choose which piece to take to masterpiece.
2. Mount
3. complete artist statement (rough/good copy) and mount to painting
4. Gallery walk
5. Display paintings

Note: completing artist statements may take longer than expected at first.

“Appreciation” rather than “like”

We may not always like a piece of art/performance but we can always appreciate something about the piece/performance

I discourage children from saying “I don't like my art” ----- I respond by saying that artists often are not satisfied with their art pieces but they always appreciate something about their art and think critically about how the next piece maybe different or evolve.

Continuation of the unit: Emily Carr in a different medium. I have used pastel with kids and it has turned out beautifully and is a different experience for kids. Cut paper is also another idea. (both use different skill sets than painting)

Present art at an assembly.

Core Competencies covered by an Artist Study

Note: many more competencies are covered by the artist study, I just chose a few for each competency.

Communication:

I present information clearly and in an organized way
I give, receive and act on feedback (gallery walk/criteria sheets)
I can represent my learning, and tell how it connects to my experience and efforts

Creative Thinking:

I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
I get ideas when I use my senses to explore
I build the skills I need to make my ideas work, and usually succeed, even if it takes a few times

Critical Thinking:

I can reflect on and evaluate my thinking, products, and actions
I can explore materials and actions
I can monitor my progress and adjust my actions to make sure I achieve what I want

Social Responsibility:

I can solve problems myself and can identify when to ask for help
I can identify problems and compare potential problem-solving activities

Personal Awareness and Responsibility:

I can show a sense of accomplishment and joy
I can celebrate my efforts and accomplishments
I can persevere with challenging tasks
I can use strategies to find peace in stressful times

Abstract/Colour Mixing Painting Name: _____

1. Is your painting abstract? /2
2. Does your painting show evidence of colour mixing? /10
(could be many different colours or shades)
(remember: no yellow/red/blue/white/black)
3. Did you cover up all the white? /5
4. Does your abstract design show creativity? /3 **You must justify the mark you gave yourself.**

Total: /20

Please answer the following questions in full, complete, detailed, thoughtful sentences.

1. What is one thing you appreciate about your painting? Why?
2. What did you change in your painting from the last painting you created? Why?
3. What did you find most challenging about this project? Why?

Colour Mixing Art Piece

Name: _____

1. Is your art piece abstract? /2
2. Did you cover up all the white? /5
3. Does your piece show evidence of many mixed colours?
How many different colours does your art show? /10
4. Does your abstract design show creativity? /3 You must justify the mark that you gave yourself.

Total: /20

Answer the following questions in full, complete sentences:

1. What do you appreciate most about your art piece? Why?
2. If you could change one thing about your art piece, what would it be? Why?
3. What surprised you most about colour mixing/ or what did you learn?

Emily Carr in Paint Criteria/Evaluation Sheet Name: _____

1. Did you use long, wavy strokes in your painting? /2
2. Did you use many shades of the same colour? /5
3. Did you try and use just small bits of colour (red, purple, blue, yellow?) /2
4. Did you cover up all the white? /2
5. Is your painting based on nature and/or First Nations? /2
6. Is your painting somewhat non realistic? /2

Total: /15

Please answer the following questions in full complete sentences:

1. What do you appreciate about your art piece and why?
2. Why do you think most people did not appreciate Emily Carr's art while she was alive?

Emily Carr Art Masterpiece using oil pastels

Name: _____

Please look at your masterpiece carefully as you answer the evaluation:

1. nature/aboriginal content: /2
2. use of darker colours: /3
3. shades of one colour: /5
4. no white showing: /2
5. small bits of colour (red, yellow, purple): /2
6. showed own creativity: /2 Explain:

Total: 16

Please answer the following questions in full, complete sentences:

1. What is one thing you appreciate about your pastel Emily Carr piece?
2. If you could change one thing about this piece, what would it be?
3. Did you find pastel easier/more difficult than paint? Why or why not?

BIG IDEAS

Engaging in creative expression and experiences expands people's sense of identity and belonging. *

Artists experiment in a variety of ways to discover new possibilities and perspectives. *

Dance, drama, music and visual arts are each unique languages for creating and communicating.

Works of art influence and are influenced by the world around us. *

Learning Standards

Curricular Competencies

Students will be able to use creative processes to:

Exploring and creating

- Intentionally select artistic **elements**, processes, materials, movements, **technologies**, tools, techniques, and environments to express meaning in their work *
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play** *
- Explore connections to identity, place, culture, and belonging through creative expression *
- Explore a range of cultures, and the relationships among cultures, societies, and the arts *

Reasoning and reflecting

- Observe, listen, describe, inquire and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate *
- Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations *
- Reflect on **creative processes** as an individual and as a group, and make connections to other experiences *
- Connect knowledge and skills from other **areas of learning** in planning, creating, interpreting, and analyzing works for art *
- Examine relationships between the arts and the wider world *

Content

Students are expected to know the following:

- elements and principles that together create meaning in the arts, including but not limited to:
 - **dance: body, space, dynamics, time, relationships, form, and movement principles**
 - **drama: character, time, place, plot, tension, mood and focus**
 - **music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture**
 - **visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety**
- processes, materials, **technologies**, tools and techniques to support creative works
- **choreographic devices**
- a variety of **dramatic forms**
- **notation** in music and dance to represent sounds, ideas, movement, elements, and actions
- **image development strategies**
- **symbolism** and metaphor to explore ideas and perspective
- traditional and contemporary **Aboriginal arts** and arts-making processes
- a variety of regional and national **works of art** and artistic traditions from diverse cultures, communities, times, and places
- **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences * • Interpret and communicate ideas using symbols and elements to express meaning through the arts * • Express, feelings, ideas, and experiences through the arts * • Describe and respond to works of art and explore artists' intent * • Experience, document and present creative works in a variety of ways * • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

Big Ideas – Elaborations

5

ARTS EDUCATION
Grade 5

- **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also means the students themselves
- **communicating:** the art itself is a form of communication
- **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts

Curricular Competencies – Elaborations

ARTS EDUCATION
Grade 5

- **elements:** characteristics of dance, drama, music, and visual arts
- **technologies:** refers to both digital and non-digital implements and the processes that artists employ in the creation of art, in traditional and experimental ways
- **purposeful play:** learning that uses real-life and/or imaginary situations to engage and challenge learners' thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways
- **artists:** people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves
- **variety of art forms:** mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances

Chaffey-Burke Elementary School
 4404 Sardis St.
 Chaffey-Burke
 Burnaby, B.C. V5H 1K7

The Usborne book of famous artists

Barcode: 30908010517470

Due Date: 12/16/2019

What makes a Monet a Monet?

Barcode: 30908010141966

Due Date: 12/16/2019

 A brush full of colour : the world of Ted Harrison

Barcode: 30908010532859

Due Date: 12/16/2019

Claude Monet : sunshine and waterlilies

Barcode: 30908010539821

Due Date: 12/16/2019

Cloudwalker

Barcode: 30908010534293

Due Date: 12/16/2019

The elders are watching

Barcode: 30908010144093

Due Date: 12/16/2019

Emily Carr : at the edge of the world

Barcode: 30908010142113

Due Date: 12/16/2019

Emily Carr : at the edge of the world

Barcode: 30908010157046

Due Date: 12/16/2019

Emily Carr : the story of an artist

Barcode: 30908010157319

Emily Carr

The incredible Life and Adventures
 of a West Coast Artist

by Cat Klerks

ISBN: 1-55153-996-9

the dot

Peter H. Reynolds

ISBN: 978-0-7636-1961-9

Famous Artists

Monet

An introduction to the artist's life
 and work

Claude Monet

Sunshine and Waterlilies

by Steven Packard and True Kelley

ISBN: 978-0-448-42522-1

Henri Matisse

Drawing with Scissors

by Keesia Johnson and

Jane O'Connor

ISBN: 978-0-448-42519-1

Mix it up!

Henre Tullet

ISBN: 978-1-4521-3735-3

Due Date: 12/16/2019

Linnea in Monet's garden

Barcode: 30908010142014

Due Date: 12/16/2019

The magical garden of Claude Monet

Barcode: 30908010195889

Due Date: 12/16/2019

Matisse : the king of color

Barcode: 30908008767855

Due Date: 12/16/2019

Monet

Barcode: 30908010141933

Due Date: 12/16/2019

Monet

Barcode: 30908010141941

Due Date: 12/16/2019

Monet's impressions : words and pictures

Barcode: 30908010191144

Due Date: 12/16/2019

Orca Chief

Barcode: 30908010542122

Due Date: 12/16/2019

Peace dancer

Barcode: 30908010537791

Due Date: 12/16/2019

Raven brings the light

Barcode: 30908010534301

Due Date: 12/16/2019

Ted Harrison collected

Barcode: 30908010546552