

## Lesson Title: Abstraction through Painting and Critical Thinking

### Appropriate Grades: Middle School & High School

Discovering through design and science of mixing colors.

**Lesson Serves as:** An opportunity to explore painting media, without obstruction of preconceived ideas of the end product.



### Big Idea:

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How do students learn while setting aside preconceived ideas of the final product?

### Essential Questions:

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Can students use scientific method when approaching an abstract painting?

What defines an abstract painting as being "successful?"

How does an artist find their voice within non-representational art?



### Learning Goals:

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1. Students will learn the qualities of acrylic paint, and how it impacts color mixology.
2. Students will create paintings on canvas, cardboard, and canvas board.
3. Students will learn the difference between representational and nonrepresentational art.
4. Students will work with painting brushes and pallet knives in new ways.
5. Students will discover fundamental design principles, like line, gesture, and composition.



### Evidence of Learning:

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1. A series of paintings will be created that will have unique qualities based on the student's understanding of design and color theory.
2. Students will be able to critique their work, and the work of others, in a respectful and reflective manner.

## Activities:

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### Day 1:

Introduction of participants	Play "What are you doing?"	10 minutes
Overview of Abstract Painting		15 minutes
Lay down paint on canvas	Limit palette to cool or warm colors	25 minutes
Evaluate happy mistakes	Nonrepresentational painting	10 minutes

### Day 2:

Distribute dry paintings		5 minutes
Discuss observations	"What Changed Overnight?"	5 minutes
Introduction to Composition		15 minutes
Complimentary Colors	Taking one painting, add new colors	20 minutes
Discussion	"How did your piece Change?"	10 minutes

### Day 3:

Distribute dry paintings		5 minutes
Discuss observations	"What Changed Overnight?"	5 minutes
Introduction to Line & Gesture		15 minutes
Project: Abstracted Selfies		30 minutes
Reflection		5 minutes

### Day 4:

Distribute Dry Paintings		5 minutes
Discuss observations	"What Changed Overnight?"	5 minutes
Project: Abstracted Landscapes		45 minutes
Reflection		5 minutes

### Day 5:

Distribute Dry Paintings		5 minutes
Discuss observations	"What Changed Overnight?"	5 minutes
Finish Any incomplete or unsatisfactory work		30 minutes
Reflection/Assessment	What did they learn?	20 minutes

## Reflection/Discussion

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Each session will allow for a short overview of the process. Many times the students reflect on the freedom to play with the materials instead of control them.

## Measurement

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Teachers are asked to assess the change in attitude towards visual expression.

Students will be able to self assess their own learning of the creative process.

## Materials

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Per Student:

- 8x10 stretch canvas (2 qty)
- 16x20 canvas board (1 qty)
- 11x17 (or comparable) watercolor paper (3-4 quantity)

Paint Brushes (various sizes)

Plastic lids as palettes

Paint (Gallons with Pump)

- Bright Red
- Mars Black
- Titanium White
- Raw Sienna
- Cobalt Blue
- Deep Yellow

## Documentation

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The steps are documented as needed. The students like to have their final piece documented.

## State Standards

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### **Art Standard/benchmark addresses:**

Demonstrate knowledge of the foundations of the arts area.

6.1.1.5.1. : Analyze how the elements of visual art including color, line, shape, value, form, texture and space are used in the creation of, presentation of, or response to visual artworks.

6.1.1.5.2 : Analyze how the principles of visual art, such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation of, or response to visual artworks.

6.1.1.5.3 : Describe characteristics of Western and nonWestern styles, movements and genres in art.

Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

6.1.2.5.1 : Demonstrate the characteristics of the tools, materials and techniques of various two-and-threedimensional media for intentional effects in original artworks.

Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

6.1.3.5.2 : Analyze the meanings and functions of visual art.

Create or make in a variety of contexts in the arts area using the artistic foundations.

6.2.1.5.1 : Create original two- and-three-dimensional artworks in a variety of artistic contexts.

6.2.1.5.2 : Revise artworks based on the feedback of others and self-reflection and artistic intent.