INTRO TO POINTILLISM

Developed by Carrie Pigage and Chrissy Ensley
Sum'Arts for Kids, 2018
INTRODUCTION TO POINTILLISM

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July 2018

Ages: Grades 1st- 4th

Timeframe: 5 days

Standards Addressed: Alaska State Standards

Art:
- I can organize and develop artistic ideas and work. (VA-CR2)
- I can refine and complete artistic work. (VA-CR3)

Culture:
- I can demonstrate an awareness and appreciation of the relationships and process of interaction of all elements in the world around me by understanding the ecology and geography of the bioregion I inhabit. (CS.E.2)

ELA:
- I can participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.CC.1)
- I can integrate and evaluate information presented in divers media and formats, including visually, quantitatively, and orally. (SL.CC.2)

Materials:
- Katie's Sunday Afternoon by James Mayhew
- TV with Computer Connection
- Document Camera or iPad with display camera stand
- Butcher block paper/ bulletin board paper
- Card Stock (some plain and some with pre-sketched (xeroxed) local animals and fauna)
- Color Wheel (xeroxed, see attachment)
- "Garage Sale" circle stickers
- Pencils with erasers
- Q-tips
- Bingo Dabbers
- Circular Sponge brushes (of varying sizes)
- Washable Acrylic paint
- Markers
Vocabulary:

**Primary Colors**: any of a group of colors from which all other colors can be obtained by mixing.

**Secondary Colors**: a color resulting from the mixing of two primary colors.

**Complementary Colors**: colors directly opposite each other in the color spectrum, such as red and green or blue and orange, that when combined in the right proportions, produce white light.

**Analogous Colors**: are groups of three colors that are next to each other on the color wheel, sharing a common color, with one being the dominant color, which tends to be a primary or secondary color, and a tertiary. Red, orange, and red-orange are examples.

Elements of Art: See attachment

Principles of Art: See attachment
Monday/Tuesday:
- Introductions and ice-breakers (https://www.activityvillage.co.uk/ice-breaker-games)
- Read Mayhew’s book and observe pictures (pair/share what you notice)
- Introduction to the art form of pointillism: Short Videos
  https://www.youtube.com/watch?v=rDW4wSTm-V4&t=45s
  https://www.youtube.com/watch?v=DfooLqTTJ0w
- Color Wheel: Discuss primary colors, secondary colors, complementary colors, and analogous colors. (depending on age you may use the attached color wheel, or have students draw out their own which could then be tied into math standards 2.G.3)
- Demonstrate Pointillism using a Q-tip
- Begin painting color wheel using pointillism

Wednesday:
- Finish Color Wheel
- Discuss the elements of art (see attachment)
- Discuss the principles of design (see attachment)
- Use Pointillism to paint local images: fireweed, salmon, mountains, streams, trees, boats, etc. (could be drawn and xeroxed if needed)

Thursday:
- Individual drawings: Using previous days examples, create a Kodiak inspired drawing.
- Begin using Pointillism to add color

Friday:
- Finish Individual Pointillism Painting

Extra: Butcher paper collaborative piece
**VOCABULARY**

**ELEMENTS OF ART:** The visual components of color, form, line, shape, space, texture, and value.

<table>
<thead>
<tr>
<th>Line</th>
<th>An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.</th>
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</thead>
<tbody>
<tr>
<td>Shape</td>
<td>An element of art that is two-dimensional, flat, or limited to height and width.</td>
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<tr>
<td>Form</td>
<td>An element of art that is three-dimensional and encloses volume; includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.</td>
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<tr>
<td>Value</td>
<td>The lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray.</td>
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<tr>
<td>Space</td>
<td>An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.</td>
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<tr>
<td>Color</td>
<td>An element of art made up of three properties: hue, value, and intensity.</td>
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<tr>
<td></td>
<td>• Hue: name of color</td>
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<tr>
<td></td>
<td>• Value: hue’s lightness and darkness (a color’s value changes when white or black is added)</td>
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<tr>
<td></td>
<td>• Intensity: quality of brightness and purity (high intensity= color is strong and bright; low intensity= color is faint and dull)</td>
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<tr>
<td>Texture</td>
<td>An element of art that refers to the way things feel, or look as if they might feel if touched.</td>
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**PRINCIPLES OF ART:** Balance, emphasis, movement, proportion, rhythm, unity, and variety; the means an artist uses to organize elements within a work of art.

<table>
<thead>
<tr>
<th>Rhythm</th>
<th>A principle of design that indicates movement, created by the careful placement of repeated elements in a work of art to cause a visual tempo or beat.</th>
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<tr>
<td>Balance</td>
<td>A way of combining elements to add a feeling of equilibrium or stability to a work of art. Major types are symmetrical and asymmetrical.</td>
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<tr>
<td>Emphasis (contrast)</td>
<td>A way of combining elements to stress the differences between those elements.</td>
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<tr>
<td>Proportion</td>
<td>A principle of design that refers to the relationship of certain elements to the whole and to each other.</td>
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<tr>
<td>Gradation</td>
<td>A way of combining elements by using a series of gradual changes in those elements. (large shapes to small shapes, dark hue to light hue, etc)</td>
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<tr>
<td>Harmony</td>
<td>A way of combining similar elements in an artwork to accent their similarities (achieved through use of repetitions and subtle gradual changes)</td>
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<tr>
<td>Variety</td>
<td>A principle of design concerned with diversity or contrast. Variety is achieved by using different shapes, sizes, and/or colors in a work of art.</td>
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<tr>
<td>Movement</td>
<td>A principle of design used to create the look and feeling of action and to guide the viewer's eye throughout the work of art.</td>
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