

Finding Images in the Abstract

Date

Name Derek Cook

Grade Level Second Grade

I. Big Idea Finding Images in the Abstract

A. Concept Statement/Key Concept Students will create abstract prints using saran wraps and tempera paint on card stock paper. When these prints dry they will have a texture of various lines that students will then outline with black glue. Once this material dries, students will go back into the prints with oil pastels and see if there is any image or design they like in the abstract texture.

B. Essential Questions What is a primary color? A secondary color? How can we make a secondary color? What is a “print?” Have you ever made one before?

II. Objectives / Expected Learner Outcomes

After creating water color prints with saran wrap, the students will be able to recall the process and steps used to mix colors and make this unique style of print.

III. Focused Standards of Education

- **1a.** Students will know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner (Related National Standards for Visual Arts Education)
- 2.2 The student will incorporate unanticipated results of art-making into works of art.
- 2.4 The student will identify and use
 1. secondary colors—orange, violet, and green;
- 2.9 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.

IV. Lesson Cycle

Warm Up Activity: Ask students what a print is. If they do not know, use the definition below; explain that a print is mainly used to be re-created over and over again, but the prints we will be making, while looking similar, but each one will be one-of-a-kind!

Focus: Students will know their primary and secondary colors, and use these colors in their water color saran wrap prints.

Transition Plan: Ask students to raise their hands if they know their primary colors.

Instructional Input: Review that the primary colors are red, yellow, and blue, and that these colors are called primary colors because they cannot be created by any other colors. Quiz students next, “What happens when the primary colors are mixed together, though? Does anything crazy happen?” Explain that we get our secondary colors: green, violet/purple, and orange. Demonstrate this with drops of food coloring or liquid watercolor in a transparent container for the students to see. “So why are we talking about primary and secondary colors when I asked you at the beginning of class what a print was? Remember how they will be one-of-a-kind? Well, we will be using our primary and secondary colors to make saran wrap prints!” Go to a table near the front of the class with the materials already set and demonstrate how to use the saran wrap and watercolor paints to make a print. Remind them that a good amount of paint needs to be applied, but not so much that the paper dissolves! Also such things as cleaning the brush so the prints don’t get too muddied and other craftsmanship issues should be covered conversationally.

Transition Plan: Walk my new print over to the drying rack so students see the process of doing so. Once it is placed on the rack students will be dismissed to their tables to begin working.

Guided Practice: Before students start their prints, I ask for a call and response, “What secondary color is made when I mix red and yellow? Blue and yellow? Blue and red?”

Transition Plan: “Let’s get started on those prints!”

Independent Practice: Students will mix their own tempera paints on the paper to make secondary colors and wash these paints on their paper, crunching saran wrap on top of the paint and paper to create a textured surface and walk to the drying rack to let the print dry for the following class.

Transition Plan: Once students have all placed their works on the drying rack they will begin cleaning up their table, which includes washing the tables with wet rags and sponges to get the paint off the surface and rinsing their brushes out.

Closure: Whether students are still cleaning their tables or lining up I will ask them what a print is, and how we made ours today. Also asking, “Will each print look the same?”

V. Materials/Resources/Relevant Vocabulary

A print is a shape or mark made from a block or plate or other object that is covered with wet color (usually ink) and then pressed onto a flat surface, such as paper or textile. Most prints can be produced over and over again by re-inking the printing block or plate. (*Artlex.com*)

Watered down tempera paint, card stock paper, saran wrap, food coloring, clear containers, color wheel.

VIII. Teacher Reflection

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B. Essential Questions What is stained glass? How do you use stained glass to create an image?

II. Objectives / Expected Learner Outcomes

After reviewing that various shapes make up an image in a stained glass work, students will be able to use black glue to outline shapes to create designs or images in their saran wrap prints.

III. Focused Standards of Education

- 1a. Students will know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
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- d. use art materials and tools in a safe and responsible manner (Related National Standards for Visual Arts Education)
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IV. Lesson Cycle

Warm Up Activity: Have an image of *Sainte-Chapelle* on the screen as students enter room.

Focus: Students will know how to use black glue to outline shapes into abstract design or images.

Transition Plan: Ask students to raise their hands if they know what is on the screen.

Instructional Input: Have students return to the front, and give a slideshow presentation on stained glass windows. The focus of this presentation is not to be drawn out with the process of creating stained glass, but to inspire students to look at an image differently (i.e. with black lines separating portions of color). There will be examples from the *Sainte-Chapelle* in Paris, France and others of animals or plants, so students do not think they are too restricted with their imagery. (Should take about ten or less minutes, enough time to allow the saran wrap prints to begin the drying process) Demonstrate how students are to draw with the “black glue” and outline shapes they find interesting or could contribute to their overall image.

Guided Practice: Ask students how they should handle the glue, aggressive or gently? At an angle or straight up and down?

Transition Plan: Have students take the saran wrap off of their paper and begin outlining shapes using the black glue.

Independent Practice: Students will use the black glue to outline shapes into abstract design or images on their tempera prints.

Transition Plan: Students will take their outlined prints to the drying rack and clean their tables.

Closure: Ask students to share what they found in their prints.

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Black glue (black tempera paint and Elmer’s glue), Powerpoint

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B. Essential Questions What image can you find in your abstracted print?

II. Objectives / Expected Learner Outcomes

After students contribute to examples of images found in a student print they will be able to use oil pastels to fill in areas of their prints with color fitting their design or images.

III. Focused Standards of Education

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IV. Lesson Cycle

Warm Up Activity: Have an example of a student print at the front of the classroom.

Focus: Students will fill in areas of their prints with color fitting their design or images.

Transition Plan: Ask students to raise their hands if they see an image or design in the print.

Instructional Input: Ask them to come up and show the class what they see. Rotate the print, ask again what students see. Emphasize to students that they can rotate their prints if they cannot find an image or design they like right away. Demonstrate how to blend colors with oil pastels and how to fill in areas of the print between the raised lines of the black glue.

Guided Practice: Ask students what to do if they cannot find an image right away.

Transition Plan: Send students to their tables by table number.

Independent Practice: Students will use oil pastels to fill in areas of their prints with color fitting their design or images.

Transition Plan: Students will take their finished prints with them to the front of the class.

Closure: Ask students to share their prints. Ask them what they learned most from working with an abstract image.

V. Materials/Resources/Relevant Vocabulary

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Oil pastels

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