

Emily Valenza

DATE: 12/23/04

LESSON TITLE: Introduction to Acrylic Painting and the work of Wayne Thiebaud

GRADE LEVEL: 7

NUMBER OF STUDENTS: 28

UNIT RATIONALE

LESSON RATIONALE

In this lesson, students will begin to learn the basics of composition, as well as beginning acrylic painting techniques as we study the painting style of American painter Wayne Thiebaud. Using three pieces of candy, students will create a still life study using smaller canvasses to focus their observational skills, as well as keep with the dessert food theme used by Thiebaud.

GOALS AND STANDARDS

NA-VA.5-8.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES AND PROCESSES: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

NA-VA.5-8.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES: Students describe and place a variety of art objects in historical and cultural contexts

NA-VA.5-8.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

LEARNER OUTCOMES

What will students learn through this lesson? What specific knowledge, skills, and/or attitudes should students gain or develop through this lesson?

Students will learn how to create a successful composition through experimenting with their still life objects, and cropping.

Students will study the painting style of Wayne Thiebaud as a model for planning their own painting.

Students will study acrylic painting techniques as well as color theory to create detailed small-scale compositions.

MATERIALS NEEDED FOR LESSON

A. TEACHER MATERIALS

Reproductions of Wayne Thiebaud paintings

In-process painting for demo
Candies

B. STUDENT MATERIALS

Canvasses
Acrylic paint
Paintbrushes
Fabric for draping
Candies

C. MATERIALS FOR SPECIAL NEEDS STUDENTS

Project handout- so students may refer back to each step in the process

LESSON PROCEDURES

A. STARTING THE LESSON

Students will experiment using blocks, sketching and cropping to create successful compositions, discussing the use of color as a compositional technique.

B. BEHAVIORAL EXPECTATIONS

Students will follow the demonstration, giving feedback when asked to participate, and use their time efficiently to paint a small-scale still life.

C. ORGANIZER

Students will start their paintings in smaller steps; sketches, cropping, sketch on canvas, underpainting, and then move on to full color painting.

D. LESSON SEQUENCE

TIME	TEACHER ACTION	STUDENT ACTION
10 minutes	Refresh students on compositional elements, and demonstrate how to make a successful sketch on their canvas.	Students will watch the demo, experimenting with their still life objects to create a composition.
15 minutes	Help students arrange and sketch their still life compositions on canvasses.	Students will arrange their still life and make a sketch on their canvas using a pencil.
20 minutes	Demonstrate the proper thickness of paint for an underpainting and help distribute paint to students.	Students will work on their underpaintings, using transparent diluted acrylics.
5 minutes	Help students clean their areas and store their canvasses to dry.	Students will clean up the room and store their paintings to dry.
Day 2	Demonstrate how to begin an underpainting, emphasizing mapping out areas of transparent color.	Students will finish the final sketch on their canvas and begin underpainting in transparent muted colors.
Day 3	Demo the painting style of Wayne	Students will begin to paint their

	Thiebaud, highlighting the technique of warm and cool shading as well as	canvasses, taking warm and cool shading, and the style of Wayne Thiebaud into account.
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a. CLOSURE OF THE LESSON

The class will view the finished products together, and discuss the success achieved and different perspectives their classmates have used.

b. TRANSITION TO NEXT LESSON

Students will study another American artist in the subsequent lessons, building on compositional skills, elements and principles.

II. ASSESSMENT OF STUDENT LEARNING

Students will assess their work based on the success of the composition, and the use of the acrylic medium.

III. EVALUATION OF LESSON AND LEARNING ACTIVITIES

Evaluate the success, and ease with which the final images were created, as well as the quality of discussion following the lesson, and feedback from students regarding the lesson.

IV. REFERENCES

<http://www.artchive.com>

V. NOTES/ IDEAS FOR SUBSEQUENT LESSONS

