Fairbanks North Star Borough School District
Art Center Art Activity Kit ©

Deep Space

GRADE: 4 **TIME: 1 session**

Developed by Jenifer Cameron, Art Specialist

KIT INCLUDES:
lesson plan
lesson example
1 Kandinsky overhead
3 space overheads
2 teaching lesson boards
4 vocabulary boards
- •overlap
- •linear perspective
- •placement
- •light source

1 Color combinations board
1 Planets with sun board
15 sets tracing templates

MATERIALS:

oil pastels
(students may share sets)
construction paper:
•12x12 black
•12x18 various colors
various scrap pieces,
all colors, (some 6x6)
Xerox paper scraps
white color pencil (may share)
glue
scissors
Kleenex tissues for cleaning fingers

LESSON DESCRIPTION:
Students learn how to use a light source to create of a sphere from a circle. Students create planets using oil pastels and learn a blending technique to give the impression of form. By arranging the planets and accenting the composition with stars and shooting stars, the finished product creates the illusion of Deep Space.

VOCABULARY:

form
overlapping
light source
linear perspective
placement
shading
value

ART ELEMENTS:

___Line
_x_Shape/Form
_x_Color
_x_Value
___Texture
_x_Space/Perspective

ART PRINCIPLES:

___Pattern
___Rhythm/movement
_x_Proportion/Scale
___Balance
___Unity
___Emphasis

CONTENT CONNECTIONS:
Space/Solar System
Geometry

THEMES:
Imagination

OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will learn and be able to talk about the artist Wassily Kandinsky.
2. Students will learn how to shade a circle to create a sphere.
3. Students will learn the vocabulary necessary to talk about creating a form from one light source.
4. Students will practice creating a composition that shows perspective, including overlapping.

PREPARE:

•Cut 12x12" black construction paper squares.
•Have available various colors of construction paper, scraps of at least 6x6.
•Protective paper to cover work area, 11x17 xerox paper works well.
•Make copies of student self-assessment included in lesson plan.

ENGAGE AND EXPLORE:

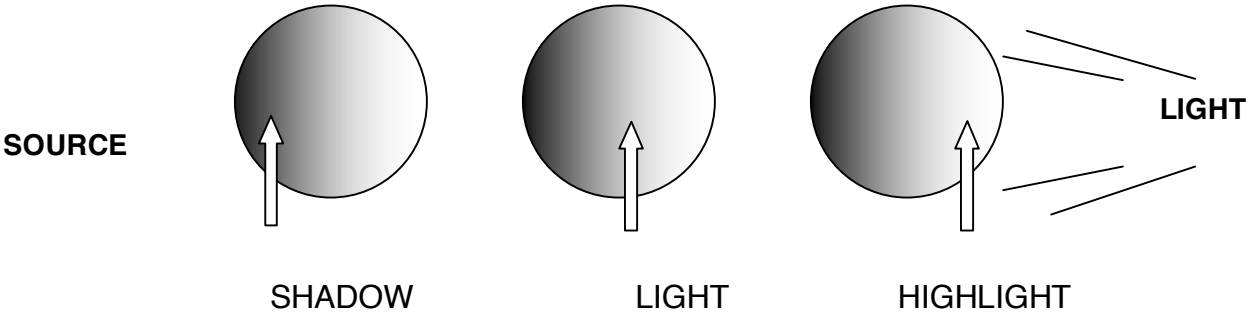
Begin the lesson by showing the students the overhead of Wassily Kandinsky's Several Circles No. 23. Ask students to talk about what it reminds them of. Share with students the title and the artist.

Artist Bio:
Russian painter Wassily Kandinsky (1866-1944) grew up in a well-to-do family and spent the first 30 years of his life painting only as a diversion to his career in law. He gave up on his law practice to move to Munich in 1896. In Munich, he formed a group of artists called the Blue Riders. Together they developed a variety of Expressionism, a movement that is noted for its rich colors. Kandinsky wanted to explore color further and continued to push his work to the edge of abstraction, and then beyond. He is regarded as one of the founders of Abstract art.

In the 1920's and 30's, Kandinsky taught at the renowned German school of art and design called the Bauhaus. After the closing of the Bauhaus by the Nazis in 1933, he left Germany for Paris. In the time between the wars, Kandinsky explored geometric shapes, becoming more rigorous and disciplined. His geometric compositions give the viewer a sense of being in an orderly, self-contained universe. In his painting Several Circles No. 323, we may see rotating spheres revolving in space like the planets of an imaginary solar system.

Next, show students the overheads of our solar system. Discuss how some moons seem bigger than the planets and why this is happening. (overlapping shapes create perspective) Continue pointing out how the planets are reflecting the light of the sun. Point out the area, which is first receiving the light from the sun. This area is the brightest compared to the rest of the planet. The light then travels around the planet, getting less bright, until it has disappeared into a shadow. Discuss the fact that the planet is completely round, and the light only hits part of it, as light cannot bend around the back of the form. Explain this is an example of a 3D form in space, and not a flat 2D shape.

Display the vocabulary teaching boards so students can see all 4 of them. Point out the light source board. Discuss the concept of when a light source shines on a sphere, it creates a highlight (most bright), light (sort of light), and shadow, (light disappears off the sphere).



Teacher note:
You may demonstrate this concept using a ball or globe and the overhead projector as a light source. (The remaining vocabulary boards will be used when creating the composition)

CREATE:

Drawing Circles

1. Have students use **circle templates** in the bags to trace circles onto scrap construction paper. **Return templates to bags**. While they are cutting, display the "how-to" teaching boards and pass out the oil pastels.

2. Begin with students choosing their largest circle. Display the oil pastel color combo board. Have students choose one color from the list for each of the parts of the sphere. They should only have 3 colors.

(Black is not listed because it really takes over the other colors when blending. Students may choose to experiment with black on one of their smaller planets.)

Coloring Planets

3. Students begin with their "highlight" pastel. Color a crescent shape along one edge, pressing hard. Have students apply a thick covering of oil pastel. The more pastel, the easier it is to blend later. This crescent shape should cover the first third of the circle. The scrap copy paper should be under their work so they can work right to the edge.

4. Next, students use their "light" pastel and color the next third of their circle, overlapping into the highlight color. Avoid hard-edged stripes. Colors should blend into each other along the edges. Encourage students to blend the edges with the oil pastel and not their fingers.

5. To finish the remainder of the circle, have students use their "shadow" pastel to color in the last third of the circle.

Blending Colors

6. When the planet is finished, have students use the flat, fingerprint area of their thumb for blending. With a sweeping curving motion, students push their thumb across the surface of the circle, blending the colors together. **Have them wipe their thumb on the tissue before each blending stroke. This keeps the highlights clean**. Encourage them to make their blending strokes like a smile, following the curvature of the sphere.

7. If students blend too much, the oil pastel may start to come off. With practice, students should discover the best technique. Students may now make more planets,

using different color combinations from the chart. When they each have at least 5 planets finished, pass out the black construction paper, glue and white pencils.

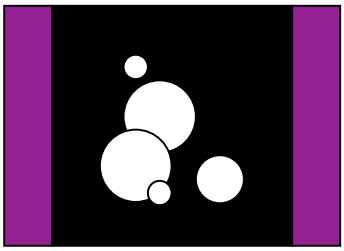
Assemble Solar System

8. Discuss the remaining vocabulary boards, focusing on how placement, overlapping and linear perspective will help create the sense of space in their composition. Students may now work out their compositions. Encourage overlapping and interesting placements of the planets. **Remind students to consider their light source. All "highlights" should point toward the imaginary light source!** Students may want to cut a planet in half to make it seem like it is disappearing off the page. When they are satisfied with their compositions, have students carefully glue down their planets, making sure the edges are glued well.

9. With the white colored pencils, students may now make stars in the background. Stars points of light that are a random pattern with various sizes. They don't look like the 5 pointed ones we see on flags. No lines should connect the stars and **no names or words!** This really takes away the illusion of being in space.

10. Students may also include a few (1 or 2) shooting stars. To make a shooting star, make a dot with the white oil pastel using lots of pressure. This should leave a little flake of the oil pastel on the paper. With your fingertip, push down on top of and away quickly from the oil pastel dot. Students may want to practice this first on the scrap paper. Remind students that "less is more" with this project and their artwork should feel open and uncluttered to create the illusion of deep space.

The artwork can be mounted on a 12x18 colored paper background.



Have students sign their name on the colored paper with a pencil in the lower right hand corner.

CLOSE:

Mount student artwork on bulletin board or use for a portfolio cover for science or art related projects. Lesson can be adapted to represent the actual planets in our solar system.

ASSESSMENT:

Teacher administered assessment tool

DN.	OK	UP	Lesson_____ Teacher_____ Grade_____Date_____Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement
			1. Can you name the artist we studied today? (K)
			2. Can you name the steps in shading a sphere? (K)
			3. Did all your planets point toward a single light source? (S)
			4. Did you overlap your planets? (S)
			5. Did you add an imaginative touch to your art? (C)
			6. Did you actively listen and follow directions? (A)
			7. Did you do your best during this lesson? (E)

Teacher self-critique

8. My teaching of this lesson:

1 2 3 4 5 6 7 8 9 10

needed improvement was highly successful

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:	**Alignment of GLE's:**
Art: A; 1,2,3,4/ B;6 / C; 2a,d,5/ D; 4,6.	Math: M2.2/ 5.2.2 /8.2.2.
Math: A; Science: D;	Science: B1--SB, D1--SD3

CREDITS:

Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant

Mounting/Preparing for presentation:

Clean-up tips:

V. ASSESSMENT:

Group Discussion Prompts

-Group Critique Prompts
-Teacher project assessment tools
-Teacher student assessment tools
-<u>Student self assessment tools</u>:

Assessment Tool

Alignment Tool

ACKNOWLEDGMENTS: FNSBSD Art Team, Fairbanks, Alaska
FOLLOW-UP/EXTENSION IDEAS:
BIBLIOGRAPHY:
SAFETY NOTES:

Use above as needed or delete

Forms--Student take-home sheet one side/Bulletin board explanation sheet other side