



Teacher:

Class: 1-2 Class Periods

Course Unit:

Lesson Title: Colorful Contrast

LESSON OVERVIEW: Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Contrast is the use of opposing elements, such as colors, forms, or lines, in proximity to produce an intensified effect in a work of art. In this lesson students will examine contrast by creating their own version of Vincent van Gogh's *Starry Night*. Students will use black Sharpie markers to create a detailed pattern within their sky and tree. Students will use watercolors to add color to the hills, bushes, and tree within their composition. This lesson will allow students to explore contrast using various colors, shapes, and lines within their piece.

STANDARDS: Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

Tennessee State Standards

- 1.2 Apply a variety of media.
- 1.3 Analyze and demonstrate a variety of techniques.
- 2.1 Analyze and apply the elements of art.
- 2.3 Analyze and apply principles of design.
- 3.2 Reflect (written and/or verbal) on the subject matter, symbols, and ideas in one's own artwork.
- 5.1 Analyze and justify the characteristics and merits of one's artwork.

Common Core Connections for Integrated Subject-Writing/Speaking and Listening

CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

OBJECTIVE: Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to define contrast.
2. Students will be able to create their own version of *Starry Night* complete with swirls detailed patterns, a minimum of ten buildings of various sizes, and one tree inspired by the original work by Van Gogh.
3. Students will be able to discuss how they used line, shape, and color to create contrast within their *Starry Night* piece.
4. Students will be able to compare and contrast their piece with Van Gogh's original *Starry Night*.

ASSESSMENT/EVALUATION: Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. Students will define contrast in a written response.
2. Students will participate in a class critique in which they discuss how they used color, shape, and line to create contrast within their piece.

MATERIALS: Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) 18"x24" Piece of white drawing paper per student
- (1) Pencil with eraser per student
- (1) Black Sharpie per student
- (1) Watercolor set per student
- (2) Cups of water for each table
- (1) Paper towel per student
- (1) Paint brush per student

ACTIVATING STRATEGY: Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. The teacher will begin by discussing contrast and showing examples of art with contrasting elements such as line, shape, and color.
2. The teacher will ask students if they notice any contrasting elements within the classroom.
3. The teacher will show Vincent van Gogh's *Starry Night* explaining that students will create their own version which will contain contrast between line, shape, and color.

INSTRUCTION: Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project to students with a pre-made example and state the objectives.
2. Using the pre-made example the teacher will point to the contrast within the example created by line, shape, and color.
3. Students will retrieve a pencil, a paint brush, and one piece of 18"x24" white drawing paper before returning to their seats.
4. Sharpies, watercolor sets, water cups, and paper towels will be on each table.
5. On their 18"x24" piece of white drawing paper students will use a pencil to sketch their version of *Starry Night* by adding the appropriate elements to each section.
6. First, students will draw a tree inspired by Van Gogh's original work.
7. Students will fill the tree with connecting organic shapes.
8. Second, students will draw hills and a minimum of ten buildings of various sizes in front of the hills.
9. Students will add vertical lines to create stripes within the hills.
10. Third, students will draw two swirls in the sky inspired by Van Gogh's original work. Students may add a moon and stars if they wish.
11. Students will add a repeating pattern within their background. The pattern should contain only lines and shapes, no letters or numbers.
12. After completing the sketch students will trace over the pencil with black Sharpie.
13. The sky and swirls will remain black and white. The buildings will also remain black and white.
14. Students will add color to the hills with watercolor. Students will use two contrasting colors to fill in the vertical stripes within the hills.
15. Finally, students will add color to the organic shapes within their tree. They should use two contrasting colors within the tree.
16. Clean up will occur during the last ten minutes of class. Students will be responsible for returning materials and placing their work within the appropriate class bin.

ALTERNATE/EXTRA ACTIVITIES:

1. Instead of using contrasting colors, students could display a specific season through the use of warm or cool colors.
2. Students with fine motor difficulties could use large easy grip crayons instead of Sharpies.
3. The number of buildings could be lessened for students with special needs.

4. All students could use crayons or oil pastels instead of Sharpies to create a watercolor resist.
5. Students could be provided with images of shooting stars, planets, and the moon to provide an astronomy connection.
6. Students could choose a specific region or culture to model their buildings after. For example, students could draw inspiration from Native American homes, Pueblo Indian homes, or Greek architecture.

CLOSURE: Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Students will present their work in small group critiques. When showing their piece students will describe how they were able to use color, shape, and line to create contrast.
2. Students will complete a written response in which they discuss and define contrast. In this response student will also compare and contrast their work with the original *Starry Night* by Vincent Van Gogh.

CROSS-CURRICULAR CONNECTIONS

1. Writing
2. Speaking and Listening
3. Science
4. Social Studies

EXTENDED LEARNING

Books:

1. *Vincent Van Gogh: Sunflowers and Swirly Stars* by Joan Holub
2. *What Makes a Van Gogh a Van Gogh?* by Richard Muhlberger
3. *Van Gogh and the Sunflowers* by Laurence Anholt
4. *The First Starry Night* by Joan Shaddox Isom
5. *Camille and the Sunflowers* by Laurence Anholt
6. *Look! Look!* By Peter Linenthal

Online Enrichment:

1. Brain Pop Jr. – Vincent Van Gogh
<http://www.brainpopjr.com/artsandtechnology/art/vincentvangogh/preview.weml>
2. Van Gogh's Cypresses
<http://www.incredibleart.org/lessons/elem/elem12.html>

Additional Activities:

1. Hands in Art: Color Contrasted with Black and White
<http://www.incredibleart.org/files/hands.htm>
2. Chiaroscuro Mixed-Media Still Life
<http://createartwithme.com/tag/chiaroscuro/>

Videos:

1. Sesame Street: Chuck Close
<http://www.sesamestreet.org/parents/topicsandactivities/topics/art#3>
2. Identifying the Formal Elements of a Work of Art

<http://tn.pbslearningmedia.org/resource/940b79db-34bf-40e8-8c6b-be855f204177/education-today/>

Cross-Curricular Lessons:

1. Finding Contrast in Nature
<http://kids.sandiegozoo.org/animals/insects/ladybug#animals>
2. Architecture for children
<http://archkitecture.org/>
3. NASA Kids' Club: Spiral Galaxy M51
http://www.nasa.gov/mission_pages/chandra/multimedia/spiral-galaxy-m51.html#.U2FMMfldWrM

For additional lesson plans and activities, visit us online at www.fristkids.org.

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

