

Grade

January 9&16, 2015



Georges Seurat

Pointillism

Schedule

January 9, 2015

Introduce the art work and the artist.

Begin by drawing the names and leaving it ready for next scheduled class.

January 16, 2015

Provide various paints and q-tips they could use to paint their names using the Pointillism technique.

Lesson

Pointillism

Activity

Introduce Georges Seurat Sunday at the Grande Jatte

Materials

Tempera Paint

Paper

Q-tips

Rulers

Pencils



Prep work

This week's work to prepare for class was mainly gathering information on Seurat and Pointillism. Research online for potential projects for grade level 4. Various examples were available to work with. The kids had expressed interest on how to make bubble letters. I decided to adapt this lesson to their desire to create their names. Many of them approached me the previous class about how to do it. I decided to merge this idea with the plan I had in mind for these two weeks. Learning about Seurat and Pointillism. I am hoping this project will motivate those students that have a difficult time focusing on art. If they are working on something they could use for their desk at school they might be more motivate.

<http://makingartfun.com/htm/f-maf-art-library/georges-seurat-biography.htm>

<http://makingartfun.com/htm/f-maf-print/seurat-coloring-page.htm>

I had also planned to have them work on a coloring page and worksheet. Experimenting how the colors worked together.

Project

Kids will experiment with various colors and create a painting of their name using the pointillism technique used by Georges Seurat. They will use q-tips to help create this small brush strokes.

Notes

Like most days in the class I took the opportunity to talk a little about art history before beginning with the in class project, in this case Georges Seurat. I brought into class a copy of the image that the kids could pass around and take the opportunity to look at up close. I shared with them a close up view of the painting, to give them the opportunity to see the details of the painting and see that he did not mix the colors but instead used points of color to create this large mural. I also wanted to connect this idea to something they could all understand. I chose a close up image of the Google logo to show the kids that this idea of dots of colors was something that started many many years ago before the invention of the television. I stood as far as I could in the classroom once all the kids viewed it for them to begin to see how the pixels work together to create the image we see on the screen. Making this connection to the television I was hoping to give them a different view of this painting. Also the way that colors work together to create multiple colors in the painting.

The project that they worked on in class was to draw their name and paint it using this same technique. I was flexible with the color choices they used. I wanted them to take the opportunity to experiment with the colors to see what would be the result. Give them the opportunity to be creative with this project.

Improvements

With this position I have several struggles I have to contend with including limited materials and space to work. With the limited budget I was limited to the type of paints we could use for this activity. If I were to improve this project I would of

loved to create a large mural with each of the students contributing their part. To not only experience the technique but also working in a large scale project. I had also prepared a worksheet for them to practice placing the colors next to each other to create different colors but again with the limited time I have with the class this was not feasible. I only participate with the 4th grade class twice a month. This puts me in a position to start and end a project in just two 45 min sessions. The challenge here will be to create a lesson plan that will be quick and easy as well as instructional and affordable. I do feel that this might be a project I decide to do again.

POINTILLISM WORKSHEET

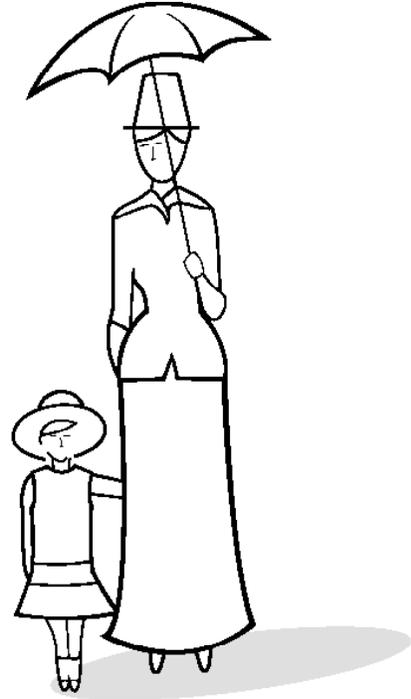
Make two shades of purple:

Make yellow-orange:

Make red-orange:

Make two different browns:

Make any color you want:



A Sunday Afternoon on the Island of La Grande Jatte, 1884
Georges Seurat (1859-1891)



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Hey Kids, Meet Georges Seurat

French Modern Artist (1859-1891)



Georges Seurat was born on December 2, 1859 in Paris, France. His father Antoine Chrysostom Seurat was a native to Champagne, and his mother Ernestine Faivre was a Parisian. He also had a brother and a sister, Emile and Marie-Berthe.

Georges first studied art by taking drawing lessons with sculptor Justin Lequiene and then continued his education at the Ecole des Beaux-Arts in Paris. His first art studio was shared with two friends. Later he moved to a studio of his own.

In 1883 Seurat devoted himself to his first major work - a huge painting titled *Bathers at Asnieres*. Unfortunately, the painting was refused for exhibition at the Paris Salon of 1884.

After the rejection of his *Bathers* painting by the Salon, Seurat turned to the independent artists of Paris. In that same year he and other artists formed the Societe des Artistes Independants. It was during that time when he began to develop his ideas about pointillism. This new method of painting used dots instead of brush strokes to create the picture. He felt that this technique would make the colors more brilliant and powerful than those created with brush strokes.

In the summer of 1884 Seurat began work on his large-scale pointillist work *A Sunday Afternoon on the Island of La Grande Jatte*. The painting took him two years to complete.

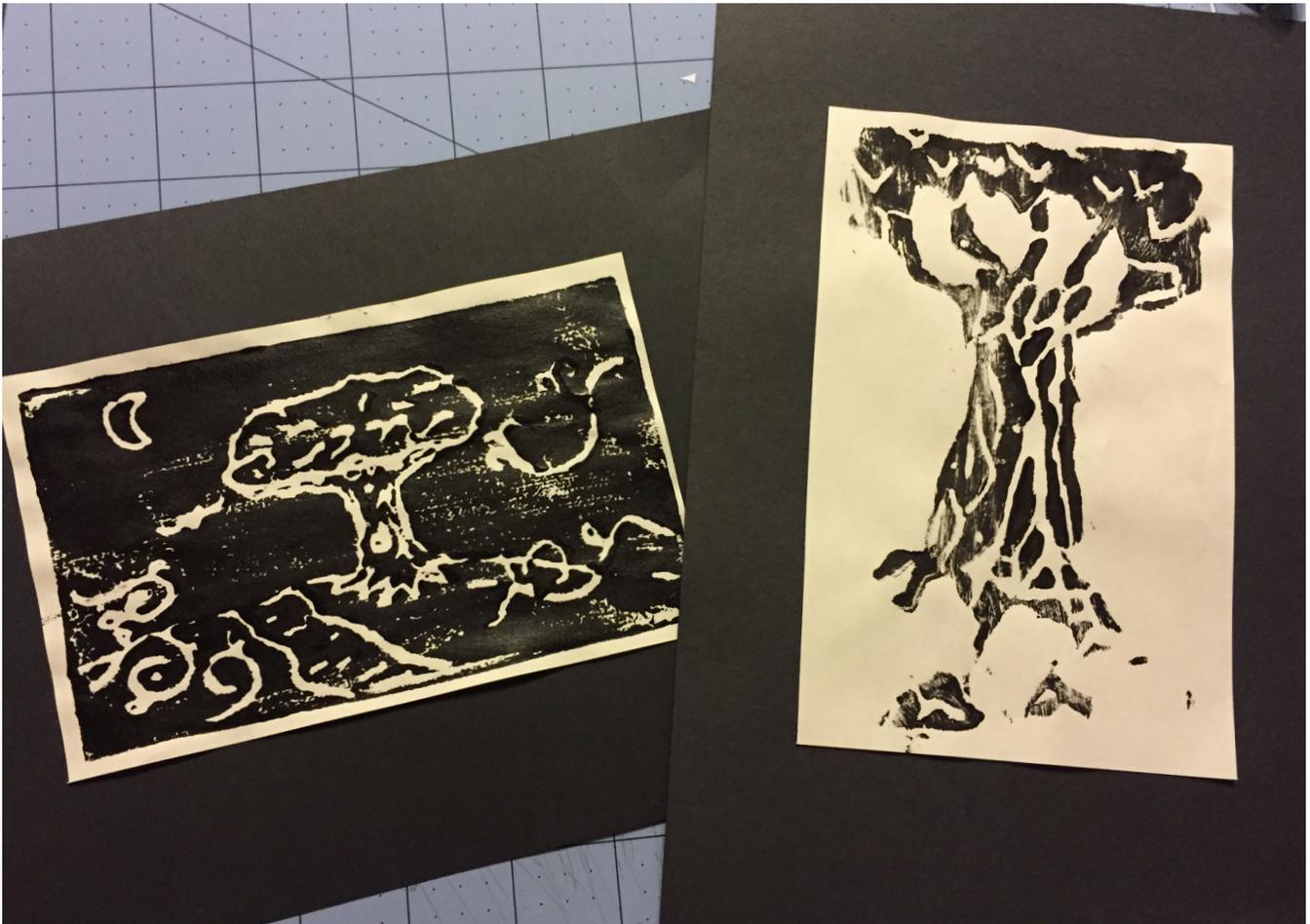
Georges Seurat died on March 29, 1891. He completed 7 large-scale paintings and about 500 smaller ones during his lifetime. His most important works include *Bathers at Asnieres*, *The Circus* and *A Sunday Afternoon on the Island of La Grande Jatte*, which is considered his most celebrated work.



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March 20 & 27, 2015



Printmaking

Schedule

March 20, 2015

Introduce a sample of printmaking to the class. Share with the class the various prints and examples that I have on hand. Show them the wood, copper, and linoleum block. Explain the process to the class. Creating the image and then the inking process.

March, 27, 2015

This day will be dedicated to inking the styrofoam plates and printing. Giving the class multiple chances to print their image if they want to. I will also be taking the class in smaller groups so that I can go over the process in further detail.

Lesson

Printmaking

Activity

Carving an image in styrofoam and printing using acrylic paint.

Materials

Acrylic Paint Black

Styrofoam plates

Brushes

Heavy weight Paper

Prep work

After spending a full day at the school organizing the supply closet, I found some materials that I could use for my class. They had many Styrofoam plates used for vegetables in the closet. The first thing that came to mind was to make prints. I purchased the black acrylic paint for the project and began to do research on what method would be best for this assignment. The issue I've had with this class was that they don't do well when the project is open to their ideas. Either they don't know what to do or get very frustrated when things don't turn out the way they imagine. I chose three very basic images that I could go over with them step by step. For those that wanted to draw their own image I plan on giving them the go ahead as long as I approve the idea. Letters, and numbers for obvious reasons I will not allow. At least for the first time doing this project. They would need to think of the image backwards for it to come out properly. In addition to prepping this information I will bring in

some prints that I worked on for my print-making class. I usually bring in images of artists work so that the kids can see that this project is so much more than an arts and craft project. Artist throughout history have used techniques like these to create master works. Bringing in my own work and showing the Copper, linoleum block, and the carved wood block will hopefully give them a different view about what Printmaking is all about.

Project and Notes

To begin the class I talked a little bit about what we had done so far in class, the painting, mixing colors, putting these ideas together to create a piece of art. Art is so much more than just painting and drawing. I started class by showing them my prints and where they originated. The tools I had to use to carve the image in the copper, wood, and linoleum block. I handed out the materials and had everyone take out a dull pencil or ballpoint pen. I showed them the images we would be working with and explained several times to the class that the part that was carved would be the part of the image that would remain white. This was repeated several times to remind them how to create the print properly. I gave the students who wanted to create their own images the free to go ahead as long as they checked in their idea with me first. This would give me the opportunity to give advice on how to put the image together and minimize the problems they might run into. The hope was to finish the carving during the first class and allow for the printing during our second meeting. Fortunately this worked out for the most part. A few of the kids needed

extra time during our second meeting. For the following weeks class we divided the class up into smaller groups. I set up a station in the back of the classroom so that I could more easily control the paint distribution and process. The rest of the class remained in their seat finishing their morning work. Overall most of the class was satisfied with what they were seeing. Of course I emphasized how important it was for a printmaker to make several proofs before getting their prints just right. After class I collected all the prints so that I could trim the paper and put a construction paper border for each print.

Improvements

Overall the project went fairly well. Of course the limit on time was unfortunate. I think many of the kids would have loved to continue improving their prints. I think the one thing that I would improve going forward for this project would be the set up for the space. I will be presenting the idea of setting up a separate classroom for several of these projects. I fellow co-worker and I will be putting together a proposal for a classroom dedicated to art and after school program activities. Hopefully this will help set and run through of most of the projects.

