

# 3<sup>rd</sup> Grade Lessons

## Lesson #1: Vincent Van Gogh, Starry Night #33– Post Impressionism

Presentation: What is happening in this painting? What time of day is it? Is it a starry night or a stormy night? Van Gogh used many strong separate lines to paint this picture. Can you see a focal point (where the lines draw your eye)? Are the colors blended in this painting? He got this effect by layering paint instead of blending.

Project: Directional lines– Use a blue sheet of construction paper and oil pastels. Start by having the students sketch out a night scene with a light color, and then have them fill in the sketch with strong directional strokes.

Supplies needed:

- Blue construction paper
- Oil pastels



*Alternate project: Directional lines*

1. Draw a picture using lots of strong separate lines. Van Gogh used pen and ink.
2. Try making a picture using any of the following: pencil, felt tip pens, ballpoint pen, fountain pen, pastels, chalk or charcoal. Experiment with different thicknesses, pressures and types of line (long, short, wavy, curly, swirling, zig-zag) on a spare piece of paper, before drawing the picture.
3. After practicing these, paint a whole painting with bright colors and strong directional brushstrokes. To get strong, thick brushstrokes (like an oil-painting), mix glue with paint. Try using papers of different colors and textures (tissue paper, card, wallpaper etc.)
4. If desired, the painting when dry can be “varnished” with a glaze of diluted strong glue.



**Special points of interest:**

*Supplies for projects listed here will be provided by the PTO and are in the Art Masterpiece closet or in the students classrooms.*

*Supplies for alternate projects listed here or projects other than the those listed here, will not be reimbursed by the PTO.*

## Lesson #2: Bill Owen, Working Cowboy– Realism



Presentation: What is happening in this painting? What kinds of daily tasks are the cowboys performing in the Arizona desert? Bill Owen's mother was an artist and his father was a cowboy. These early influences shaped his desire to be an artist, and cultivated his interest in the cowboy lifestyle.

Project: The students will create a brand that represents an idea or their family name. The goal is to show students how to create a BRAND with their initials & put them on paper.

### Supplies needed:

- 8 1/2 "x 11" medium blue cardstock
- Lunch sized brown paper bags
- 2' of thin twine or rope (per student)
- White liquid glue
- 2 tablespoons of sand or tiny pebbles (per student)
- Wide edge black markers for drawing the brand

### Steps to project:

1. Tear an oval from the paper bag that will come within 2" of the edge of the blue cardstock (the paper bag oval represents a spot on a cow).
2. Glue the oval to the center of the cardstock – the oval represents the element of art of SHAPE and the blue cardstock represents the sky and the element of art of COLOR.
3. Draw a brand to represent the student's initials in the center of the oval.
4. Glue the twine around the perimeter of the paper– this represents the element of art of LINE
5. Glue the sand/pebbles across the bottom of the brand to represent the element of art of TEXTURE.
6. Be sure the students put their name on their project.

(Next page will talk about Brands)

## **Bill Owen, Working Cowboy Continued:**

### *Some easy brands:*

- A straight line under the letters refers to the work BAR so a capital B with a bar underneath would read the B Bar Ranch.
- A curved line (in the shape of a smile under the B refers to the ROCKING so a B with a “smile” under it is the Rocking B Ranch.
- A straight line above the letter refers also the BAR but is read top to bottom so it would be the BAR B Ranch (cute for Barbie fans!)
- If you put bars on top & bottom of the letter, it reads *BAR B BAR Ranch*.
- If your name has two letters that fit together, you can overlap them or put them back-to-back.

*Consider coming to your presentation in costume (as a cowboy)....even better if your presentation falls around Halloween. Consider passing around real cowboy tools for the students to see and touch: a branding iron, lasso etc.*

Bill Own is referred to as the “Cowboy Artist”. He was born in Gila Bend Arizona and grew up working on a horse ranch. Each year around October the Phoenix Art Museum has a display of Cowboy Artists of America.

For more information on Bill Owen go to his website at: [www.billowenca.com](http://www.billowenca.com)

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## Lesson #3: Georges Seurat, Seine at Grand Jatte # 16– Pointillism



Presentation: If you're far away, what do you see in this painting? If you close your eyes, what do you see? Where is the focal point? Without directional lines– how is it determined (color)? Seurat invented this pointillism style. His painting consist of hundreds, even thousands of complimentary (opposite colors on the color wheel) dots that create depth in a painting and monochromatic (same color– different intensity) colors to give movement.

Project: Pointillism painting– Have the kids draw a simple shape inside a frame and fill the shapes, background and frame in different complimentary color dots using q-tips and water colors.

### Supplies needed:

- White drawing paper
- Q-tips
- Water colors

*Another work by Seurat titled, Sunday on La Grand Jatte, is 10'1 x 6'10". It's huge! It is meant to be viewed from a distance.*

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## Lesson #4: Pablo Picasso, Woman with a Hat #35– Cubism



Presentation: Is this picture realistic? Where is the woman looking? What do you think the name of this painting is? Cubism– subject in the painting is represented by geometric shapes and unreal looking features. Both directions of the subject can be seen at once. Subdued colors were usually used.

Project: Portrait of a Friend

Supplies needed:

- Markers
- Paper
- Scissors
- Glue

*Yes...another work by Picasso! Students studied other works by Picasso, in Kindergarten and 1st grade.*

Steps to project:

1. Have the students draw a self-portrait or a portrait of the person across from them using markers on a sheet of drawing paper.
2. Then have them cut it into squares and glue it onto construction paper in a different order.

There is a tri-fold poster board in the Art Masterpiece closet for this lesson.

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## Lesson #5: Charles Demuth, Figure Five in Gold #12– Modern



Presentation: Which #5 is the closest? Which is the furthest away? If they were next to each other would they be the same size? If objects are overlapped and smaller on a painting they appear further away. Things that are further down on the painting appear closer even if they are the same size as something else.

Project: Tissue Collage– Have the kids cut shapes out of tissue paper and adhere them onto a half sheet of white drawing paper with watered down glue and a paint brush. Overlapping them will create depth. They can add cuttings of artwork and give even more depth.

Supplies needed:

- Tissue paper
- White drawing paper
- Glue
- Paint brushes

*Alternate Project #1: [The Inspiration for Figure Five in Gold](#).* Before showing the children Figure Five in Gold, have them close their eyes and listen to the sound of a fire truck. At the same time, read the poem that inspired Demuth to paint this Masterpiece. When you are done, have them open their eyes, ask the students to draw what they imagined from what they heard. Now show them Figure Five in Gold. Does it look anything like it? That's what the artist imagined.

*Could there be another five in this picture? Can you see it coming out of the painting and towards you?*

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