

Art I Lesson
Non-Objective Paintings
Lesson Duration: 8-10 days

Standards:

HS Beginning

1PE: Examine and articulate the effects of context on visual imagery.

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

1RE: Explore various methods of art criticism in responding to artworks.

Academic Language:

Abstract: taking subject matter from reality but altering it in a way that is different from how we view it in reality

Non-Objective: art that takes nothing from reality and is created purely for aesthetic reasons

Primary colors: red, yellow, blue

Secondary colors: orange, purple, green

Intermediate colors: colors made by mixing one primary color and one secondary color

Tints: adding white to a color to make it lighter

Complimentary colors: colors located across from each other on the color wheel – blue and orange, red and green, yellow and purple

Analogous colors: colors located next to each other on the color wheel

Harmony: visually satisfying effect of combining similar, related elements

Unity: the visual linking of various elements of the work

Day One:

Objectives:

Students will critically examine the works of artist Thaneeya Mcardle to unveil the concept of non-objective art, and additionally they will discover the difference between abstract and non-objective art.

Students will study how both color and line can be applied to a work of art utilizing an expressionist aesthetic stance.

Students will uncover unity, the principle of art most centrally related to the works of Thaneeya Mcardle.

- Students will do a group activity to review and test their knowledge of the color wheel. Students will be divided into six groups, and each group will receive an envelope with several small swatches of colors and index cards marked with the categories of colors (primary, secondary, intermediate, tints, complimentary).
- Once each group has finished sorting all the colors, I will call on the groups to share with the class the colors that fit in each category. While this is happening, students will take out a sheet of paper and take notes. I will also put up posters of each category once they

have been shared with the class. After all categories have been discussed, I will also go over analogous colors, and students will also write those down as well. I will then collect all envelopes from each group.

- This activity and conversation about color will transition into discussing the emotive qualities of color.
- Next, I will do a Prezi presentation that discusses the difference between abstract and non-objective art, and it will also contain examples of the works of artist Thaneeya Mcardle, whose work will inspire student creations. I will discuss that students just finished working realistically but will now be working in a much looser, non-objective style that does not require direct copying or trying to make something look perfect or as it appears in reality.
- While looking at the works of Thaneeya Mcardle, I will ask students to try and determine the emotion or mood of her work, focusing on her use of color and line. I will ask students to defend their choices, and each student will receive a worksheet that has four squares, two for happy and more positive emotions and two for angry or more negative emotions. Students will be asked to use crayons, colored pencils, or markers to create a pattern or design within each box to reflect that emotion. This will also serve as a means of brainstorming for the paintings they will begin working on next class. Once students have completed at least one square for each, we will talk about what kinds of colors and lines they used for each emotion respectively and why that is the case.
- Lastly will be a formative assessment activity based on the concepts of the social media platform Twitter. I will have a poster with the twitter logo that says Art Twitter on it, and this will be posted at the front of the room. Each student will receive a post it note and will be asked to compose a tweet about or inspired by something they learned today. I would like to leave the content relatively wide open as a means of encouraging conversation and dialogue about the lesson in relatively general terms. I will explain that each student must first write a handle with their first and last name (@firstname_lastname), and then they will compose a tweet following the normal restrictions of Twitter with 140 characters or less. Students may also create a hash tag or two within their tweet so long as it pertains to the lesson and the rest of their tweet. Students will be reminded that their tweets must be kept entirely school appropriate as it will be on display in the classroom.
- Should this activity work well, this Art Twitter feed may stay up for the duration of the lesson and students may begin responding to each other's tweets each day or whenever the time allows for students to participate in the conversation.

Day Two:

Objectives:

Students will make use of acrylic paint to create a non-objective painting on a piece of 16"x20" paper inspired by the work of Thaneeya Mcardle.

Students will use color, line, shape, and unity as the elements of principles and art to guide the construction of their paintings.

- At the very beginning, there will be a very brief overview about what was learned with the color wheel as well as non-objective art during the last class.
- After the review, I will do a demonstration to show the first step of the painting project. Students will each receive a piece of 16"x20" drawing paper, and I will show how they will paint a border of their choosing around the page. I will explain that they will not be drawing anything ahead of time and this should just be purely random. I will show that they may need to do two coats of their border color in order to get a more opaque, saturated appearance. When showing students how to get their paint, I will explain that at least to start, they should only take the color for their border or whatever colors they need to mix their border color.
- Once I have painted part of a border on my demonstration, I will explain that once their entire border is finished, they may slowly start getting up to get more colors, and they should do big shapes with one color at a time to help avoid wasting paint.
- I will also mention that students must put their name on the back of their paper as soon as they get it and before they start painting. Students must cover their tables with newspaper prior to starting with paint.
- Students may put on smocks and begin working on at least painting their border, and I will reiterate that they must have at least finished their borders by the end of the class period.
- Clean up – Students must thoroughly wash brushes, clean palettes, and put away smocks. Paintings will be put directly on the drying rack at the end of the period.

Day Three:

Objectives:

Students will make use of acrylic paint to create a non-objective painting on a piece of 16"x20" paper inspired by the work of Thaneeya Mcardle.

Students will use color, line, and unity as the elements of principles and art to guide the construction of their paintings.

- Have students find their paintings from last time, but ask that they not get out any paint until they receive further directions.
- Go over the requirements / expectations of the project and how they will be graded:
 1. At least one primary color
 2. One secondary color
 3. One intermediate color
 4. Different color tints
 5. Sense of unity
- Demonstrate how students will begin to add smaller shapes and designs on top of their big shapes once their paper is fully covered in their bigger shapes. I will also talk about how students can always paint on top of certain areas if they are not happy with it the further along they get. Remind students to just start with one color of paint and they can always get more as they need it so we do not waste paint.

- As students are working, continue to remind them they are not trying to make any specific imagery, and they should just let the patterns and designs flow from their imaginations.
- Clean up – Students must thoroughly wash brushes, clean palettes, and put away smocks. Paintings will be put directly on the drying rack at the end of the period if they are wet.

Day Four:

Objectives:

Students will make use of acrylic paint to create a non-objective painting on a piece of 16”x20” paper inspired by the work of Thaneeya Mcardle.

Students will use color, line, and unity as the elements of principles and art to guide the construction of their paintings.

- Greet students and have them find their paintings from last time. Before allowing them to get paint, remind them to start with just one color or whatever colors they need to make one color at a time and that they can always get more. Have students continue with their bigger shapes, slowly moving towards slightly smaller and more medium shapes or designs.
- As students are working, remind them of the colors and color relationships that must be present within their paintings. Give students the remaining class time to work on their paintings.
- Clean up - Students must thoroughly wash brushes, clean palettes, and put away smocks. Paintings will be put directly on the drying rack at the end of the period if they are wet.

Day Five/Six:

Objectives:

Students will make use of acrylic paint to create a non-objective painting on a piece of 16”x20” paper inspired by the work of Thaneeya Mcardle.

Students will use color, line, and unity as the elements of principles and art to guide the construction of their paintings.

- Greet students and have them find their paintings from last time. Before allowing them to get paint, remind them to start with just one color or whatever colors they need to make one color at a time and that they can always get more. Have students continue their paintings and remind them they should be looking for a sense of unity and harmony within their paintings, so they should give equal attention to all areas of their painting. Refer back to the examples shown on the first day of the work of Thaneeya Mcardle.
- As students are working, remind them of the colors and color relationships that must be present within their paintings. Give students the remaining class time to work on their paintings.
- Clean up - Students must thoroughly wash brushes, clean palettes, and put away smocks. Paintings will be put directly on the drying rack at the end of the period if they are wet.

Day Seven:

Objectives:

Students will make use of acrylic paint to create a non-objective painting on a piece of 16"x20" paper inspired by the work of Thaneeya Mcardle.

Students will use color, line, and unity as the elements of principles and art to guide the construction of their paintings.

- Greet students and have them find their paintings from last time. Before allowing them to get paint, remind them to start with just one color or whatever colors they need to make one color at a time and that they can always get more. Have students continue their paintings and remind them they should be looking for a sense of unity and harmony within their paintings, so they should give equal attention to all areas of their painting.
- Demonstrate how students may finish smaller and more detailed areas using the opposite end of their paintbrush if they are not able to get a fine point with the bristles. Also show how students can perhaps make small dots in this way.
- Show students how the details, patterns, and shapes they keep adding to their paintings should continue getting smaller and more refined.

Day Eight/Nine:

- These days will be used as workdays for students to continue painting if necessary. If not needed, students will finish and complete the critique on day eight.

Day Ten:

Objectives:

Students will critically examine their own works as well as the works of their peers as they portray a sense of unity and symbolize how colors and lines can be used to symbolically reflect a variety of emotions.

Students will uncover how the manipulation of line and color can be used to evoke a certain emotion or express a certain feeling.

- Greet students and have them find their paintings. Explain that they may have the first ten or fifteen minutes to finish up their paintings if needed.
- Next, there will be a brief review of the introductory activity that discussed the emotional qualities and meaning behind colors and a variety of line qualities. Students will be asked to write a short paragraph of 3-5 sentences regarding the emotions or feelings that can be found in their painting based on the characteristics of their selected colors and lines. Students will have ten minutes at most to complete this. Explain that students will receive points for completing this paragraph about their painting.
- For the critique, I will randomly select 5-10 paintings to start with and display them at the front of the room and have all students gather where they can view all the artworks. For whatever students' work is on display, I will ask them to give me their paragraph they

have written regarding the emotion or feeling within their painting. One at a time, I will read the paragraph aloud to the class, and once I have finished, I will ask students to guess what painting the description goes with, and I will call on a student to briefly defend the reasoning for their choice. At that point, the artist will have an opportunity to share or add anything they would like about their piece or the reasoning behind their choices.

- Ideally, this will continue until all student work or as many as possible have been discussed.
- Students may finish up the lesson with a final tweet in the Art Twitter feed if they would like, and they may respond to any tweets of their peers as time allows.