



## **Lesson Four**

**Concept:** An artist can capture and express the aspirations of his culture or people.

### **Student Outcomes and VAPA Standards:**

- \_ Students examine and discuss seascapes and city scapes to notice how painters use elements of art to achieve the effect of water/waves, light, and distance. Other paintings will show big groups of people. (Vis. Arts AP: 1.1, 1.2, 1.3, 1.5; AV 4.1)
- \_ Students examine photos of NY Harbor to note details of everyday life.
- \_ Students mix tempera paint and create a class mural depicting the Statue of Liberty in NY Harbor, showing her impressive scale. (Vis. Arts CE 2.2, 2.3, 2.4)

### **Materials:**

- \_ primary colors of tempera paints, plus white
- \_ paper plates for mixing colors
- \_ spoons for mixing colors
- \_ brushes of different widths
- \_ small pieces of sponge for large areas
- \_ large white drawing paper
- \_ mural-sized butcher paper
- \_ pencil for planning sketch

**Key Vocabulary:** primary and secondary colors, neutral colors, tints, shades, bristles

**Anticipatory Set and Assessing Prior Knowledge:** What happens when you mix primary colors? Do you know how to lighten and darken you colors to get different tints? How do you make different shades of a color? How can artists show something is nearby or far away? Now what can you tell me about a mural? Announce class mural assignment.

### **Getting Smarter:**

- \_ Show and discuss seascapes and cityscapes and NY Harbor pointing out aspects listed above in the Objectives section.
- \_ Demonstrate color mixing. If necessary, have students make their own color wheel from the primary tempera colors. Distribute practice papers so students can explore different ways to achieve the effects of waves on water, distance, light, and scale.
- \_ Gather to design the mural. Determine what elements are needed and where they will go. Pencil in the contours so the mural is balanced and complete overall, and as a reference tool for the artists.

## **Becoming an Expert:**

### **Task:**

- \_ Students choose what part of the mural they will paint on their own paper, noticing its placement within the mural and determining its proper size.
- \_ They mix colors and depict distant buildings, tugboats, other ships, perhaps the Main Building on Ellis Island, the Statue of Liberty, and , in the foreground, an approaching ship laden with people responding to their first sight of Lady Liberty.
- \_ They cut out their shapes and lay them on the penciled mural to verify that the size and shade is appropriate to its location.
- \_ Fill in the mural background with water and waves, sky, and gulls, using a combination of sponges and brushes to achieve the desired effects.
- \_ When the background is dry, the cut-outs are glued on sturdily.
- \_ Determine as a group if anything is missing and create it.

### **Criteria:**

The class will collaborate on criteria for the mural focusing on neatness and care put into it, but especially the realism achieved with: the illusion of distance, movement of water, scale, details, and sense of excitement on the approaching ship.

### **Assessment:**

**Verbal:** Does our mural show what we wanted it to show? Did we achieve the effects we wanted? Where do you see that? How did you feel about it while you worked? How do you feel when you look at it now?

### **Performance-based:**

#### **RUBRIC:**

##### **Advanced**

##### **Proficient**

- \_ demonstrates adequate level of effort and care through most of work
- \_ fulfills most of the criteria for the assignment
- \_ good ability to discuss and analyze artwork
- \_ cooperates and collaborates with the group

##### **Approaching Proficient**

##### **Below Proficient**

### **Follow-up:**

- \_ Class creates a soundscape to accompany the mural when it is presented to other students or to parents.
- \_ Students create their own landscape or cityscape.