

Painterly Abstract Expressions of Starry Night



Target Grade: 3

Goal (Terminal Objective): Students will explore color, line, shape, and implied texture of painted line in a landscape painting inspired by the painting Starry Night by Vincent Van Gogh.

Objective: Students will observe how texture and pattern emerge through repetition of line, shape, and color in the artistic style of Vincent Van Gogh. Students will demonstrate knowledge of landscape concepts from their study of the painting Starry Night.

National Standards:

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades K-4 Content Standard 6: Making Connections between visual arts and other disciplines **Reading Cross Curriculum Connection**

Purpose: Students will become aware of variations of media, techniques, and processes used to investigate color and texture in an artwork. Students will become familiar with the abstract expressionistic painting style of artist Vincent Van Gogh by studying the compositional organization of Starry Night. Students will create a landscape using line, color, shape, and implied textural effects inspired by Starry Night. Students will understand expressionist painting is a style which represents pictorial forms that express feelings rather than representing the external world.

New Vocabulary: line, color, shape, implied texture, pattern, visual movement, visual rhythm, landscape, horizon, expressionism, art critique

Materials:



#22-8813 Acrylic Pearlescent Mixing Medium



#22-8811 Acrylic Glitter Glaze



#22-2011 Oil Pastel standard size best-buy assortment



#22-2399 Sargent Art Acrylic Paints



#22-11xx Metallic Acrylic Paint



#22-1103 Craft Glue

Or



#22-1203 Washable Glue



#56-6000 Mixed Hair Brush Assortment



#23-5027 60 sheet Sketch Pad



#22-0914 12 ct. Pointed Tip Student Scissors Best-Pack

Cardboard for relief blocks, large foam brushes or large bristle brushes

Time: This lesson may be modified from 45 minutes to three hours, depending upon the size and complexity of expectations. **This lesson is intended to be over several weeks for a study that gives a sense of depth and breadth of the subject matter.**

Introduction and Motivation (Set):

View referenced websites to analyze exemplars. Focus on the landscape **Starry Night** by artist Vincent Van Gogh. Obtain library resources to display examples of the artist's work. The teacher and students will read age-appropriate books about the artist and his art.

Discuss how these exemplars used the elements of design and the principles of design.

Review the design elements of line, shape, color, and texture, and the art principles of repetition and visual movement.

Study exemplars to view how the artist achieves texture using drawing and painting techniques. Experiment with thin and thickness of paint and drawing over painted paper.

Provide examples of objects which have actual texture, allow students to feel the textured items, and discuss how those textures can be implied in an artwork. The students will listen to song entitled: “**Vincent**”.

The teacher will prepare cardboard relief blocks for demonstration purposes. These will be utilized later in the lesson/unit for a printmaking demonstration.

Instruction:

Teacher demonstration of drawing an outline of three to four large abstract shapes found in the landscape entitled: **Starry Night**. Teacher will demonstrate pouring and mixing of paint with mixing mediums. Teacher will demonstrate color selection and application. Teacher will demonstrate hand-block printing techniques with pre-made cardboard relief blocks. Teacher will demonstrate creating cardboard hand-block relief blocks.

Activities:

(1) Guided Practice:

1. Students view images of **Starry Night** and other landscapes by Vincent Van Gogh. Students will draw with oil pastel three to four lines to create abstract free form shapes seen in the landscape **Starry Night**.



2. Students will pour a variety of colored acrylic paints and paint mixing mediums such as acrylic glitter glaze, and pearlescent mixing medium into the drawn spaces. The paint and mediums are blended on the paper with large brushes.



3. Students will draw patterns of line with selected colors from oil pastels.



4. Students will create their own cardboard relief blocks. This preparation involves drawing a shape on cardboard, cutting the shape, and adhering the cut shape to a piece of cardboard. This is the cardboard relief block. Allow the glue to dry before utilizing for the hand-block printing over the painting. See photos below:



5. Students will hand block print over selected painted areas. Students will decide placement of shapes to create areas of trees and bushes. Paint is dabbed or brushed on the raised surface of a cardboard relief block.



6. The block is placed on top of the painting. Pressure is applied on back of block to create the print. The block is gently lifted from the painting to reveal the image.



7. Further painted or drawn lines may be added after the relief prints dry. Students will select colors and decide where to add detail after discussion with teacher.



Detail line added with oil pastel to emphasize printed relief shape.



Sargent Washable Glitter Glue squeezed directly from bottle to outline and emphasize the drawn cypresses.

(2) Independent Practice and Check for Understanding: Teacher circulates among working students visually recording students demonstrating understanding of objectives and provides positive verbal reinforcement. Teacher takes the opportunity to critique and discuss positive results with individuals and group.

(3) Closure: Students record by **checklist** on an art critique assignment the idea of: **1.** horizon--separation of sky and land. **2.** use of elements and principles of design. **3.** areas in the painting that are similar to the **Starry Night** composition. **4.** feelings and emotions expressed in their art.

Evaluation:

Level One -- The finished painting successfully demonstrates the student's understanding of abstract expressionism techniques resembling Vincent Van Gogh's painting style. A variety of brush strokes creating pattern and implied texture is created with the selection of color and application of paints. The landscape is separated into spaces which indicate very successfully a distinction of sky and land. The student has shown a high level of craftsmanship and technical skill.

Level Two -- The finished painting shows good understanding of Vincent Van Gogh's abstract expressionism techniques. The painting shows an understanding of

landscape concepts. The painting is creative and craftsmanship is good.

Level Three --The finished painting shows limited understanding of Vincent Van Gogh's abstract expressionism techniques. The painting is a landscape. Creativity and craftsmanship is minimal.

Level Four -- The finished painting shows a lack of understanding of Vincent Van Gogh's abstract expressionism techniques. The painting is incomplete. Technical skill and craftsmanship is poor.

Extension: Additional surface textural effects may be applied with thick lines of glitter glue to outline shapes which will highlight or give special emphasis to one area of the landscape. Experimentation with layers of other paints can be explored.

Written art critiques describing and evaluating the work can be displayed with the art. Short essays can be written in Reading and Creative writing classes to promote interdisciplinary efforts with classroom teachers. These essays could be printed in school newspaper or school district newsletters to area parents promoting school art exhibits and events involved with open house and other featured school activities.

Extra studies from other paintings may be created by students who work quickly and by exceptional needs students who want to move forward with the process.



Print on separate pieces of paper. Glue onto painting to extend image into a mixed-media collage piece.



Art Exhibit theme: **Take a Walk in an Expressionistic Landscape**

Children can pose with work: feet leading into a path.

Resources:

http://en.wikipedia.org/wiki/The_Starry_Night

http://en.wikipedia.org/wiki/Vincent_%28song%29

<http://www.ibiblio.org/wm/paint/auth/gogh/vineyards/>

<http://www.ibiblio.org/wm/paint/auth/gogh/fields/>

<http://www.ibiblio.org/wm/paint/auth/gogh/landscapes/>

<http://www.ibiblio.org/wm/paint/auth/gogh/>

http://en.wikipedia.org/wiki/Flowering_Orchards

http://en.wikipedia.org/wiki/Drawings_and_water-colours_by_Vincent_van_Gogh

http://en.wikipedia.org/wiki/List_of_Little_Einsteins_episodes

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