

Lesson Plan: Acrylic Painting



Grade Level: 5-12

Duration: eight - 45 minute class periods

Media Type: acrylic paint

Subject Integration: Science, Social Studies, Art History

Content Standards:

[http://www.arteducators.org/store/NAEA Natl Visual Standards1.pdf](http://www.arteducators.org/store/NAEA%20Natl%20Visual%20Standards1.pdf)

NA-VA-5-8.1, NA-VA-5-8.3, NA-VA-5-8.4, NA-VA-5-8.5, NA-VA-5-8.6

Objectives:

Students will create their own acrylic painting after being inspired by various local artists

Assessment:

Students will create their own acrylic painting after viewing artwork by local Minnesota artists: Adam Swanson, Ta-Coumba Aiken, Scott Murphy, and Sarah Brokke. Students will show influence / inspiration in their work. Students will show accurate color mixing of secondary colors.

(Helpful website for writing rubrics)

<http://rubistar.4teachers.org/>

Rubric:

0- little evidence of inspiration or relationship to artists shown, artwork not complete

1- some evidence shown of inspiration or relationship to artists shown, but major lack of concepts overall

2- evidence shown of inspiration or relationship to artists, paint choices mixed well (primary and secondary), subject matter clearly understood

3- Evidence shown of inspiration or relationship to artists, paint choices mixed well, subject matter clearly understood, quality work shown

4-Above, plus exceptional use of detail and application of all techniques clearly used

Materials and Procedure:

acrylic paint (red, yellow, blue, black, white)

paint brushes

water / water containers

canvas by the yard

stretcher boards

heavy duty staple gun / staples

paper plates for mixing paint

permanent markers for writing names on back of work

Day 1:

Show students PlayList clips of local painters. Discuss. "What did you see?" "Which artist(s) could you relate to?" "Whose artwork 'spoke' to you?" "Which art materials did you see used?" "What else did you notice about these artists?"

PlayList links:

Adam Swanson, Ta-Coumba, Scott Murphy, Sarah Brokke

<http://www.youtube.com/watch?NR=1&v=gK81hf4YRZg>

<http://www.youtube.com/watch?v=UeJJLO4A01I&feature=related>

<http://www.youtube.com/user/ThePlaylistWDSE#p/u/98/843pYG1uDrI>

<http://www.youtube.com/user/ThePlaylistWDSE#p/u/141/l-6An8sUo2k>

<http://www.youtube.com/user/ThePlaylistWDSE#p/u/203/21lz-GYjVno>

Students will write down the name of the artist that inspired them, and then write a little bit about that artist in relation to what they saw in the video clip.

Day 2:

Students will sketch an idea of what they would like their final painting to look like. Students will record colors they would like to use (mix on their own with primary colors), and any other ideas they may have.

Day 3:

Students will stretch a canvas with a stretcher frame and canvas fabric. Students will use a heavy duty staple gun to attach the canvas to the frame. Students will put their name on the back of the stretched canvas. Students will gesso the front of their canvas. Canvas will need to dry overnight.

Day 4:

Students will sketch (with pencil) their idea right onto the gesso'ed canvas. Students will begin to paint.

Day 5:

Students continue painting.

Day 6:

Students continue painting.

Day 7:

Students finish painting (depending on grade level and size of work).

Day 8:

Class critique. Finished work is critiqued by entire class. Students are given two "glows" and two "grows" in relation to their finished work. How could this student's work grow? What could he/she have made stronger? What did this student truly excel at? What are this student's strengths in relation to their painting?

Vocabulary:

critique, acrylic, gesso, canvas, stretched canvas, stretcher boards, inspiration, relationship, local, sketch, balance, texture, color, line, value, primary colors, secondary colors, glow vs. grow, detail

Resources:

PlayList video clips, slides of artists' work to show while students are generating ideas

Art: A World History [Paperback]

200 Projects to Strengthen Your Art Skills: For Aspiring Art Students (Aspire Series) [Paperback]

Valerie Colston (Author)

Art: Over 2,500 Works from Cave to Contemporary [Hardcover]

Andrew Graham-Dixon (Author)

The Collins Big Book of Art: From Cave Art to Pop Art [Hardcover]
David G. Wilkins (Author)