

Notes/Comments:

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Form/Structure/Organization • Relationships
Heat • Color Theory • Friction



Explore the science of heat and theory of color while giving your art personal meaning!

Students will showcase who they are through a study of cool and warm colors, shapes, and symbol rubbings, incorporated into and around their actual name. Students will manipulate the color theories of cool and warm appropriately.

Essential Question: How can a visual art lesson based on color theory become a teaching tool for science?

Process:

- Introduce the lesson by having students brainstorm about who they are via a list and then thumbnail sketches. Specifically, they might consider questions like:
 - What do you enjoy doing?
 - What are your religious and/or political views?
 - What are your hobbies?
 - What activities are you involved in?This is their opportunity to truly reflect on “who they are”.
- Have students hand write their name using crayon or oil pastel on the top half of their horizontally folded paper.
- Students will then refold their paper and burnish the lettering, creating a symmetrical transfer of their name onto the other side.
- Students will then do a few rubbings of some of their favorite objects (i.e., leaves, coins, rulers, stencils, etc.) Ask students to be sure to feel the texture emerge through the science of friction.
- Students will use their symbols and sketches to create a composition creatively showcasing who they are in a graphic design mode.
- Students will trace out their art with a graphite pencil and then outline where appropriate with their sharpie pens.
- Students will learn about the color theories of cool and warm colors.
- Students will learn that cool colors recede and warm colors push forward in art works.
- Students will add their media of choice, filling in the positive space with either cool or warm colors, and doing the opposite for the negative space.
- Final art works will be hung in a class display to introduce the school to the class.

Assessment

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. We also do in process critiques using my “2 Glows and a Grow” model.

Materials

- 12” x 18” white drawing paper
- graphite
- sharpies
- markers
- crayons
- oil pastels
- colored pencils

Vocabulary

Color Theory

A body of practical guidance to color mixing and the visual impacts of specific color combination

Cool Colors

Colors that come from the blue hues such as blue, cyan, and green

Warm Colors

Colors that come from the red hues such as red, orange, and yellow

Positive Space

The area or part of a painting's composition that the subject occupies

Negative Space

The space around and between the subject(s) of an image

Burnishing

To rub with a tool to smooth or polish

Georgia Performance Standards

SCIENCE

GRADE 3

S3CS5: Students will communicate scientific ideas and activities clearly.

S3P1: Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.

a. Categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another.

VISUAL ARTS

GRADE 3

VA3MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA3PR.3: Creates artworks based on personal experience and selected themes.

VA3PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA3AR.1: Discusses his or her artwork and the artwork of others.

National Standards

SCIENCE

NS.K-4.2: As a result of their activities in grades K-4, all students should develop and understanding of:
- Light, heat, electricity, and magnetism

VISUAL ARTS

Standard 1: Understanding and applying media, techniques, and processes

Standard 2: Using knowledge of structures and functions

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Standard 6: Making connections between visual arts and other disciplines