

The Arts Initiative Urban Arts Space

UNIT PLAN OVERVIEW

PULL LEFT

Supplemental Classroom Lesson



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School: Ohio State University Urban Arts Space

Unit Lesson Title: Painting lesson based on Xie Molin's painting, *Overlay No.38*

Grade Level: 4th

Length of Class Period: 60min

ACADEMIC CONTENT STANDARDS ADDRESSED

Ohio Department of Education Visual Arts Standards

ENDURING UNDERSTANDINGS:

4: Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day

4: Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

PROGRESS POINTS:

4: B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.

CONTENT STATEMENT – Perceiving/Knowing

4: 2PE Notice and describe different visual effects resulting from artmaking techniques

CONTENT STATEMENT – Producing/Performing

4: 1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.

4: 2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

CONTENT STATEMENT – Responding/Reflecting

4: 5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

CRITICAL ISSUE/BIG IDEA

Anticipatory Set: Students have viewed Xie Molin’s work up close at Urban Arts Space. Now, they have the chance to create a painting inspired by his ideas and exploration of materials. It is important for students to understand that they can experiment with ideas and materials within painting as much as possible. They will be encouraged to do so with this lesson in particular.

Central Focus (Form and Structure, Art Production, Context, Personal Perspective)

Exploration of art making materials and textures within the realm of painting.

Essential Questions (provocative, engaging, critical)

-How is Xie’s process different from any artists/artworks you may have seen before?

-How can color influence the way we see art?

-What kinds of patterns and textures would describe you? How would you translate this in a painting?

Explain how technology has been used in this unit

The teacher will use a computer to gather images of Xie Molin’s work and then use a projector to view them together as a class.

(Stage One) **Performance-based Assessment Objectives**

Students will point out and describe what they see in Xie Molin’s work and discuss how artists can experiment with materials and techniques.

Students will identify, select and vary art materials in order to achieve a painting style that has been influenced by Xie Molin.

Students will be experimenting with painting tools and materials by using them in unexpected and creative ways to express ideas and convey meaning in their paintings.

Students will refer to criteria and use art vocabulary associated with Xie Molin’s work when discussing and judging the quality of the paintings.

(Stage Two) **Performance-based Assessment Strategies**

The art teacher will assess the artwork individually by walking around and noticing that each student is independently working and using a variety of materials for their paintings. If the students are not participating in this way, the teacher will verbally warn the student/s.

Academic Language

Vocabulary

Xie Molin: A contemporary Chinese artist that lives and works in Beijing, China. His piece in the Urban Arts Space that is on view is titled *Overlay No.38*

Contemporary: Following modern ideas; Belonging to or occurring in the present.

Painting: the process or art of using paint, in a picture, as a protective coating, or as decoration.

Experimental: Involving a radically new and innovative style.

Acrylic Paint: acrylic paint is a fast-drying paint containing pigment suspension in acrylic polymer emulsion. Acrylic paints are water soluble, but become water-resistant when dry.

Canvas: a strong, coarse unbleached cloth made from hemp, flax, cotton, or a similar yarn, used to make items such as sails and tents and as a surface for oil painting.

Art/Visual Culture Examples

Xie Molin, *Overlay No.38* as displayed in the PULL LEFT exhibition

Preparations

Materials/Resources for Teacher

Access to Internet to view images of Xie Molin's paintings.

Projector to show images

Materials for Students

Canvas/Canvas pad

Acrylic Paints

Paintbrushes

Various tools for creating texture/pattern (pencils/toothpicks/ q-tips/toothbrushes/palette knives/etc)

Water cups

Paint palette

Paper towels

Safety Procedures

Do not ingest any paint, as it will be harmful to you body

(Stage Three) **LEARNING ACTIVITY**

Getting the Classroom Environment Ready

Have images of Xie Molin's work

Procedures for the Teaching/Learning Structure (indicate approximate time for each step)

1. **Attendance and Welcome** (10 minutes)
 - a. Review of PULL LEFT work and discuss Xie Molin
 - b. Discuss Xie Molin's process

- c. Discuss nontraditional painting
- 2. **Distribute Supplies** (5 minutes)
 - a. Teacher will ask students to pass out canvas, paint, tools and water to each table.
- 3. **Give directions** (5 minutes)
 - a. Layer paint on the canvas and then use tools to make textures/patterns
 - b. Students should do at least three layers
- 4. **Begin independently working** (15 minutes)
 - a. Students will first pick out the colors that they want to layer on the canvas
 - b. Next, they will choose what tools they would like to experiment with and begin using those.
 - c. The end result should have some sort of texture or pattern
- 5. **Clean up** (15 minutes)
 - a. The teacher will call groups by table to set their work on the drying rack and wash their hands.
 - b. Student helpers will assist in gathering up materials and cleaning up their tables.
 - c. Once students are done they can help each other finish.
 - d. Once supplies are put away and the room is clean, the teacher can dismiss the students.