Using Different Artistic Tools

This lesson is associated with the book, *Around the World in the Blink of an Eye*. If you are interested in purchasing this book, please call 1-800-661-2633 ext. 245.

GRADE

4-5

LEARNING GOAL

Students can apply the elements and principles of art using a variety of artistic tools.

VISUAL ARTS CONCEPTS

Creating and Presenting Apply the creative process to produce a variety of 2D and 3D art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding

TIME

Two periods

MATERIALS

At least four different types of art supplies. These could be pencils, pencil crayons, oil pastels, paint, or set up stations with scissors and glue and a material such as cloth, construction paper, magazines, yarn etc.

KEY TERMS

Introduce some of the elements and principles of art to your class. The terms you choose may depend on their grade and readiness level. It may be helpful to create a word chart in the classroom that students can refer to for the lesson.

Elements of Design: Line, shape and form, space, colour, texture, value
Principles of Design: contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement

A) Discuss

- The artists in the book used different materials to create their drawings. What were some of the tools or techniques they may have used? (paint, pencil, fabric, collage)
- Why would an artist choose to use a certain tool or technique over another? (what is available, what they are skilled at using, what type of imagery they want to create)

B) Activity

1. Four students sit around a table with an object set in the middle. This can be any still life object – such as a potted plant, textbooks, a stuffed animal, etc. The students are given a large sheet of paper divided into four (it is helpful to fold it).
2. Each student at the table will be given a different set of art supplies. Depending on availability, these can be a pencil, pencil crayons, oil pastels, paint, cloth, construction paper, magazines, scissors/glue, yarn, or anything else.

3. Students will recreate the image from the same angle four times, using four different sets of art supplies.
4. Gallery Walk: Once students have completed their work they will leave their sheet on the desk. Students wander around the room looking at how each still life object can be represented with different artistic tools and from different angles.

Success Criteria

- ✓ Can I use different materials to represent the same image?
- ✓ Can I explain how the use of different tools, or viewing an object from a different angle, will influence perspective?

C) Reflection

Ask your students to reflect on this process. Ask them:

- How does each representation of the image look different?
- Which materials were easiest to use? Which materials helped you produce the image you like the most?
- What materials were the most difficult to work with and how did you overcome that challenge?
- What are some advantages to using some materials over others?
- How does painting/drawing/creating an image from a different angle change how you understand the picture?