

Course: Art

Age: Elementary

Topic: Abstract

LESSON PLAN

Learning Outcome

Students will be able to identify how shape, texture and color can translate into emotions in abstract art.

Materials

- Geometric and organic shape cut outs
- Objects with different textures
- PowerPoint exploring/explaining emotions in abstract art through shape, texture & color
- Drawing/painting supplies

Activities

- Use the classroom or venture outside to explore shape, color, & texture in the world.
- Pass out geometric and organic shape cut outs, walk around identifying similar shapes
 - Next, walk around identifying texture.
 - Next identify colors.
 - Come back as a group and have students name things per category they found interesting & what emotions they felt or memories that come up.
 - Provide a power point that shows how artists use one, some, on all 3 artistic elements on artwork and how those things relay feelings.
 - Experiment with texture rubbings: place a flat item (ex. Leaf, cardboard, bark) under a paper, use crayon or pencils to color over the item and reveal texture.
 - Show examples of how to draw simple texture like spikes, fur, dirt etc.

Comments

Examples of abstract art: *Starry Night* V. Van Gogh, *Senecio* P. Klee, *Broadway Boogie Woogie* by Piet Mondrian, *Stenographic Figure* J. Pollock, *Untitled* 1952 M. Rothko, *Garden Corner* 1917 E. Pettoruti, *Offrande* N. Afonso, *Abstraktes Bild 707-3* G. Richter. *Le Coq* J. Miró.

Art movements: Color Field, Cubism, Geometric Abstraction, Bauhaus, Post Impressionism.

Assignments

Create their own abstract art, hold a mini critique where they explain their artistic choices, how they felt making it, and what it means to them. (Optional critique : have a student choose a piece they like and why, have the artist explain their piece next and repeat.)

LESSON PLAN

GRADE: 1ST AND UP

SUBJECT: ART

DATE:

LESSON TOPIC: COLOR THEORY

LEARNING OBJECTIVE/S:

- Learn the primary colors (ryb and/or cmy for higher grades)
- Learn how to make the secondary and tertiary colors.
- For older kids, learn how to make tints & shades, and how to make browns and grays.
- Learn how to make an artwork with a harmonious color palette either complementary, analogous, or monochromatic.

MATERIALS NEEDED:

- Coloring tools that can either be mixed or layered: coloring pencils/markers/watercolors/paint
- The attached worksheet or use it as a cut out guide to put on a bigger canvas.

HOOK/INTRO:

By the end of this lesson, you will all be color scientists, and have the basic tools needed to make a work of art!

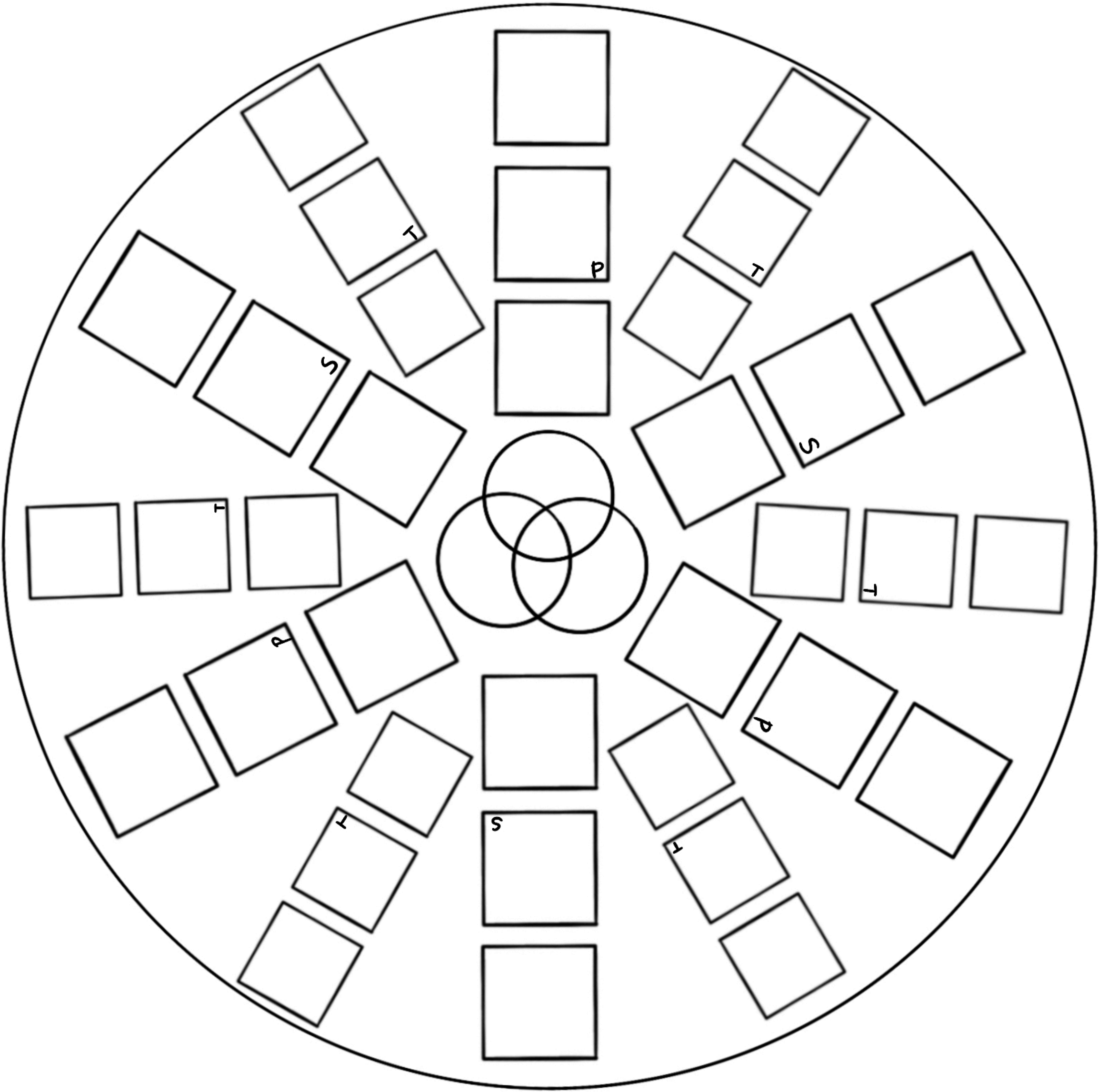
LESSON STRUCTURE:

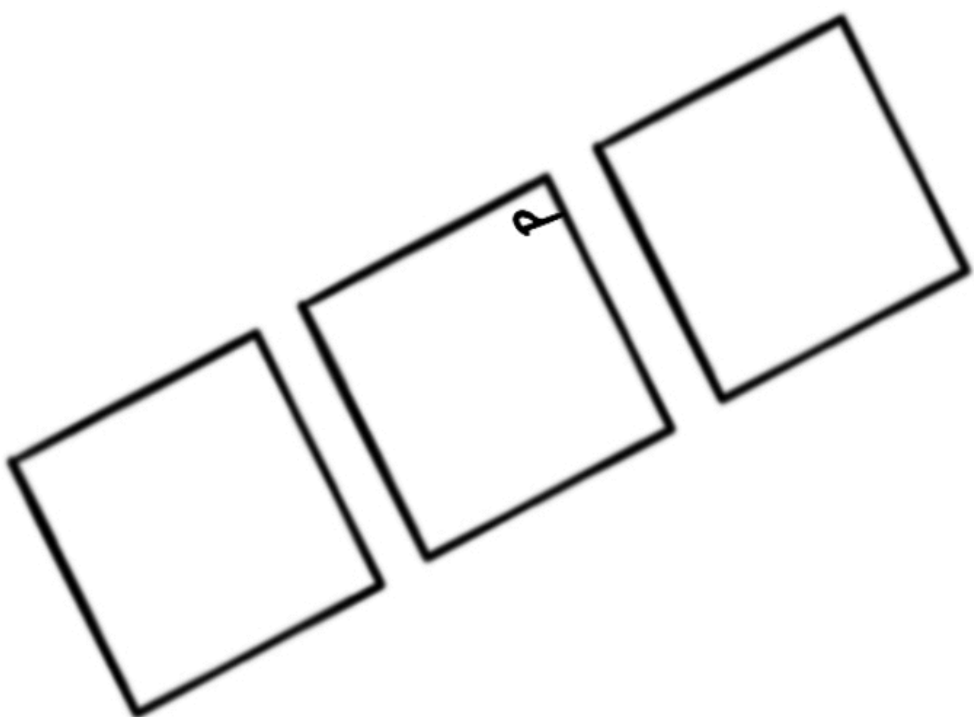
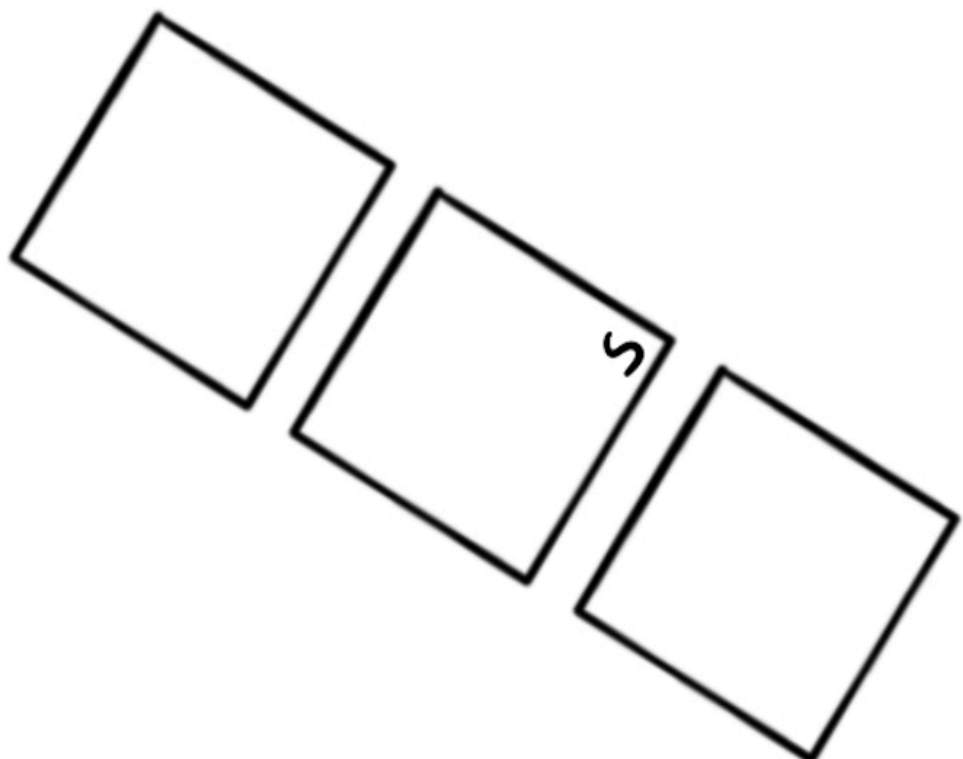
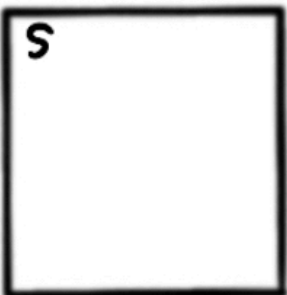
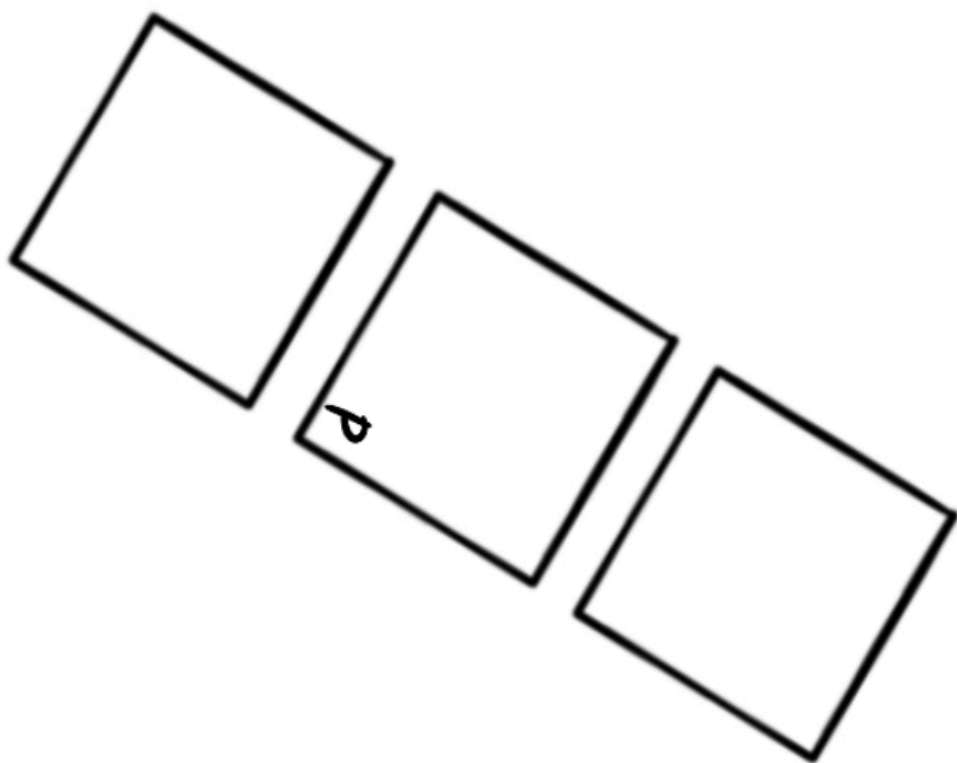
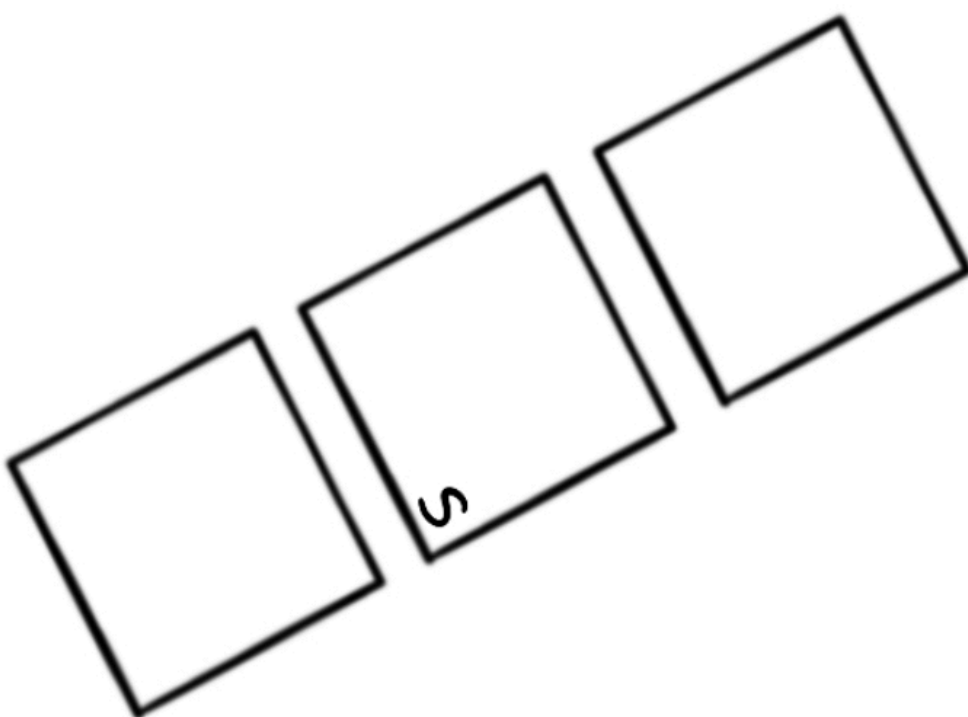
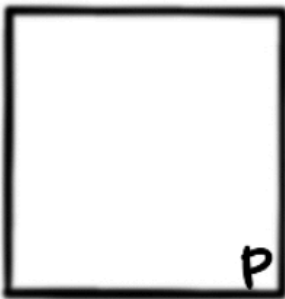
Lab report & Set up a color lab

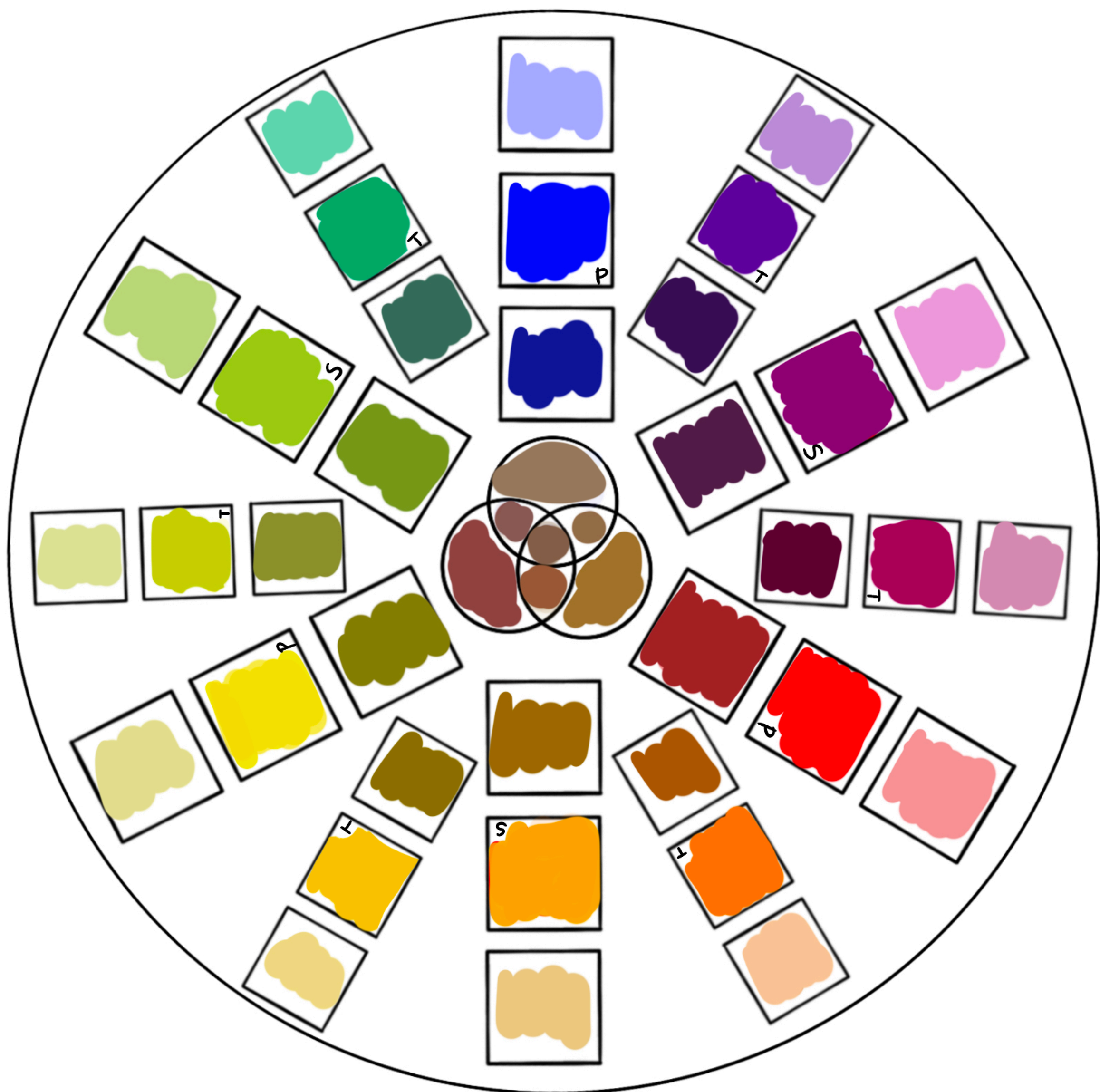
- 1.RBG: Give red blue yellow, mix equal parts red & blue, blue & yellow etc. and report the findings on color wheel.
 2. Making tertiary colors: mix the secondary colors with their closest primary colors; report findings.
 - 3.Tint : then give white and add white to all the fully saturated colors.
 4. Shade: give black and add to all the fully saturated colors.
 5. CMY (optional) : on a new sheet give cyan yellow magenta and repeat steps 1-4.
 6. Which ones give the closest grape purple, grass green, orange.
 7. Using the Analogous colors, make 3 different browns per color wheel. record it in the center venn diagram. Mix them to get a very neutral gray or brown
- Option 1. Using the color wheel they made, design around the wheel, draw in the squares write their name etc.
- Option 2. Create an artwork using a specific color palette: analogous, complementary or monochrome.

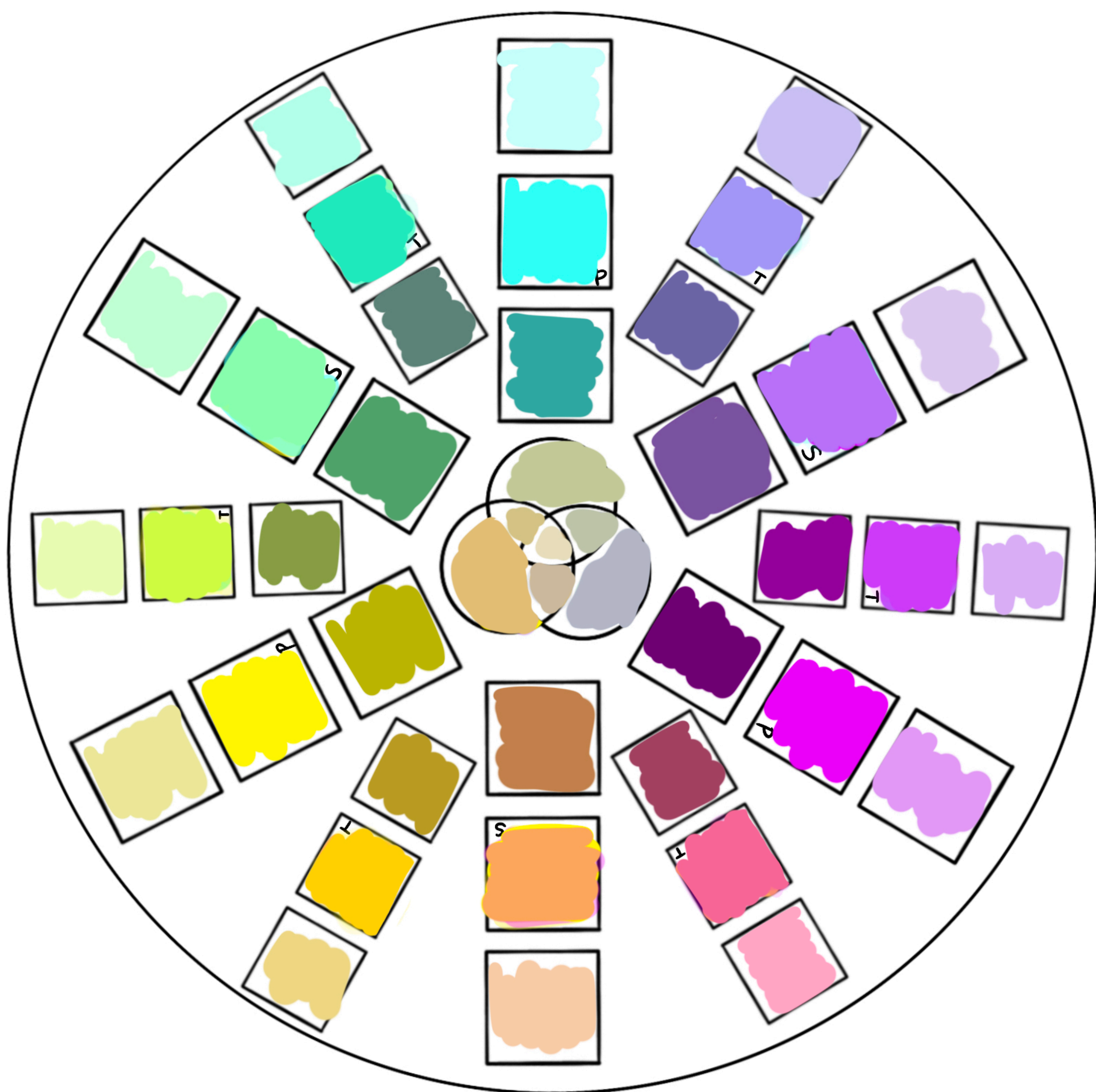
CLOSURE:

They are now color theory scientists! These students have the basic tools for understanding color theory and can use these skills to better understand colors on the world, on artworks and how to make a cohesive artwork on their own.









Grade Level: Elementary Students

How to Visit a Museum

Learning objectives:

- Understand what a museum is and why people visit them
- Learn expected behaviors and etiquette when visiting a museum
- Practice using observation and inquiry skills
- Create a personal "Museum Explorer Passport"

Guiding discussion Questions:

- Who has been to a museum before? What did you see there?
- Explain how the museum is a place where people go to learn about history, science, art, nature, etc. [Show pictures of video clips of different types of museums, included is an informational video about RAFFMA.]

RAFFMA Friends of the Museum - Professor Nicole Scalissi (How she uses museums as an extension of the classroom)

Link: https://youtu.be/mOQkodK6kNA?si=TQlQRp81EUr8_LOr

RAFFMA Introduction

Link: <https://youtu.be/q8rMPWnQUh8?si=-GSC6wRyGQPpsAqt>

City Island, Art Museum, PBS Kids

Link: <https://www.youtube.com/watch?v=IW3ZPtspvMc>

Discuss the importance of museums, question their thoughts.

Encourage curiosity and formulate questions surrounding art museums and why we take extra care within museum settings.

Discuss expected behaviors and have students act out "What would you do if...?" scenarios

- Indoor voices
- Don't touch unless otherwise told
- Stay with your group
- Be respectful of other visitors
- Ask questions!!

Activity - Make Your Own Museum Explorer Passport

Materials:

- **2 Pieces of 8.5x11 paper**
- **Glue**
- **Materials to decorate with (Markers, Crayons, Pencils,**

Instructions:

- Fold both papers hamburger style and glue one half of each paper and stick them together. You will have 4 pages on the inside of the passport.
- Students will write "Museum Passport" on the front of the booklet and decorate the front and back of their passport.
- Label the inside page numbers 1-4.
- Encourage the students to draw the museum on the first page and then while at the museum, have them draw a picture of their favorite exhibit and their favorite artwork on pages 2 and 3.
- After the visit, students will write a reflection about what they learned on page 4.

Enjoy!

K-2nd Grade

Make The Pyramid of Giza

(out of toothpicks and gumdrops or marshmallows)

Objective- Students will learn about the history and significance of the Great Pyramid of Giza as part of ancient Egyptian civilization. Through building their own pyramid models using gumdrops or marshmallows and toothpicks, they will explore basic architectural concepts, develop fine motor skills, and express creativity through art.

Activity- In this activity, we'll teach your child how to make a pyramid using a few simple materials. While the ancient Egyptians used over 2.3 million stone blocks to build the Great Pyramid of Giza, all you'll need are some gumdrops and toothpicks! Follow the steps below for this sweet geometric building activity.

Supplies- 5 gumdrops or marshmallows and 8 toothpicks

How to beginning

Step 1: Start with 4 gumdrops and 4 toothpicks to make the base of your pyramid. Poke the toothpicks into the gumdrops to make a square. Each gumdrop represents a **vertex**, which is the point where two or more sides of a shape meet.

Step 2: Using 4 more toothpicks, poke one into the top of each gumdrop.

Step 3: Tilt the 4 vertical toothpicks toward the center, and slide one gumdrop onto all 4 to connect them. The top of a pyramid is called the **apex**.

Step 4: Now, you have a square pyramid just like the Great Pyramid of Giza!

(Optional)

History Questions: Why was the Great Pyramid of Giza built? How was the Great Pyramid of Giza built?

Grade Level: Elementary Aged-Students

Andy Warhol Pop Art Lesson Plan and Activity

Overview:

Before visiting RAFFMA's Andy Warhol print collection, introduce your students to world of Pop Art by exploring Warhol's artistic style. Students will learn about the artist's background, the pop art movement, and the basics of printmaking. They will then create their own version of a Warhol-inspired Pop Art print using simple materials and vibrant colors to imitate Warhol's iconic works.

Goals and Learning Objectives:

- Understand the cultural context and significance of the pop art movement.
- Identify characteristics of Warhol's art and printmaking techniques
- Perform basic printmaking techniques to

Essential Questions:

- Who was Andy Warhol and how did he influence modern art?
- What was the cultural significance of the pop art movement?
- How does repetition and color impact the message or feeling of an artwork?

About the Artist:

Andy Warhol was born on August 6th, 1928 in Pittsburgh Pennsylvania. At 21 years old, he moved to New York and worked as an illustrator, designing advertisements for companies. Warhol's unique style, combining commercial imagery with fine art, helped launch the Pop Art movement in the 1950s. He became famous for turning everyday objects—like soup cans and soda bottles—into high art. Warhol also experimented with silkscreen printing, which allowed him to reproduce images quickly and consistently, emphasizing repetition and mass production.

About Printmaking:

Printmaking is an art technique where artists create an image on surface, like a stamp or screen, and then transfer it onto paper or fabric. Warhol famously used screen printing, a method where ink is pushed through a mesh screen to create multiple copies of an image. This allowed him to repeat images while still being able to change colors and details, mirroring the mass production of commercial goods.

About the Pop-Art Movement:

Pop art emerged in the 1950s and flourished in the 1960s. It was inspired by popular culture, including advertisements, comic books, celebrities, and mass-produced goods. Pop art challenged traditional ideas of what should be by using imagery from the everyday world.

Key Characteristics:

- Pop culture and consumer goods
- Included humor and/or irony
- Bright, bold colors
- Repetition of images

About Warhol's Pop-Art prints:

Warhol's most famous works include repeated images of Campbell's Soup cans, actress Marilyn Monroe, and Coca-Cola bottles. His work is known for:

Vivid contrasting color combinations

Repetition of the same image in a grid-like format

Using a photographic base image that has been altered

Making the familiar look strange and the strange look familiar.

Activity:**Easy Pop Art Activity****Materials:**

- Bright colored paper, One 8x12, 4 cut pieces of 4x4, different colors, duo of colors
- Scissors
- Glue
- Cut vegetables
- Acrylic or tempera paint

Process:

1. Start with the full sheet of 8x12 paper as your background.
2. Glue four 4x4 colored squares onto the background to create a grid layout
3. Students will choose a simple shape (like a handprint or cut-out vegetable) and cut it out of a different colored paper. Each 4x4 square should have a different color shape to make the artwork vibrant and diverse.
4. Dip the cut vegetable or hand into a contrasting color of acrylic or tempera paint. Press it carefully onto the center of each silhouette or directly onto the square for a pop effect.

Encourage repetition—same shape, different colors. Play with the combinations! Let students explore the impact of color and placement

Once dry, have students share their creations. Ask them to reflect on their color choices, repeated patterns, and what their final piece reminds them of.

Wrap up Questions:

How did it feel to create something repetitive?

What color combinations stood out the most?

Compare your work to Warhol's. How are they similar? How are they different?