

Achievement Objectives & Strands

Developing Practical Knowledge in the Arts

- students will explore a range of craft activities
- students will use various methods to apply pattern and decoration to works made

Developing Ideas in the Arts

- students will demonstrate imagination in experimenting with line, pattern and colour
- students will use specific skills and methods to explore and develop new ideas

Communicating and Interpreting in the Arts

- students will share ideas and discuss the finished works
- students will develop appropriate criteria to evaluate their art works

Essential Skills

- Communication Skills
- Physical Skills
- Work and Study Skills

Levels 1-4

Teacher Notes

Line Colour and Texture

- In this multi level unit we explore the essential elements of painting - line, colour and texture. For students of all ages to succeed in painting they need to be taught the skills of using these three essential elements.
- This unit, not only teaches these skills but also produces a stunning set of paintings allowing every student to succeed. Try it with your class - you won't be disappointed.

Before You Start

Teacher Preparation

- Make a painting station - one per four to six students consisting of a shoe box containing yoghurt pots of paint, pots of water for cleaning brushes, and one plastic teaspoon for each colour paint pot.
- Use vinyl or acrylic paints - black plus three other primary colours. It is critical that these paints flow on easily so mix them with small amounts of hot water.
- Every student should have ...
 - 1 large brush, 1 medium brush, 1 small brush
- Have each student make their own paint palette by folding a sheet of newspaper into quarters. A hole can be cut in

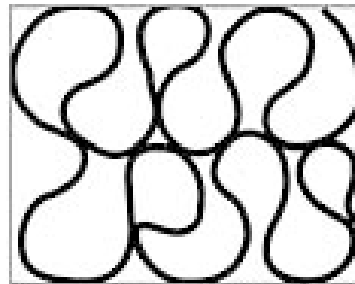
the corner for gripping the palette when painting and mixing colours.

- Tell students that the paint is put on the palette by the plastic spoon - not the brush!
- Have the room arranged for painting, **eg**
 - groups of desks pushed together - no chairs and paints within easy reach.
 - newspaper covering desks or better still ... for no mess painting, use large sheets of polythene on the floor for groups of up to 10 students who all face outward.
- For best results use cartridge paper although newsprint will do just as well.

Activity One - Line

Motivation and Teaching Component

- Tell students that they are going to experiment with using their paint brushes to make one curved, flowing and continuous line on their paper which curves over the whole paper right out to the edges, **eg**

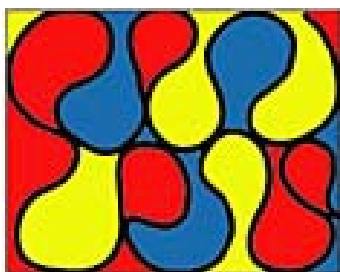


- You may need to demonstrate this on the chalk board. Before students start their line, have them move their hands in the air to show the continuous flow of the line.
- Tell them that lines can touch but can not cross and it is wise to start the line at one corner.
- Remind students that the brush should be held between the thumb and fingers so it is balanced.
- Use the thickest brush and black paint to make this line. The brush must continue with the flowing line until all the paint on the brush is used up.
- When this happens, put more paint on the brush and continue the line from where it began to fade - overlapping slightly to maintain a continuous line look.
- When line is complete, touch up the line with flowing strokes to get rid of any ragged edges.

Activity Two – Colour

Teaching Component

- Tell students that in between the lines they have created interesting shapes that can no be filled in with different colours.
- The next skill to teach is the technique of filling in each created area with another continuous line. In each area, the line must start at the outside of the shape, follow around the out side of the shape inside the black line and gradually moving more and more towards the centre following the shape of the area created by the black line until it is all filled in.

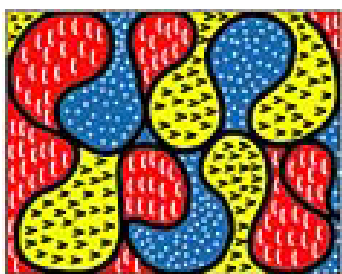


- Have students use a medium brush to fill in the areas created by the black line.
- Restrict the colours to three only. Encourage them to mix their own colours from the primary colours provided.
- Remind all students to wash their brush and dry it with newspaper before changing colours.

Activity Three – Texture

Teaching Component

- Some students will be happy with their paintings at the previous stage as the filling in of the shapes will have created some interesting textures. Encourage them to go on and add patterns (which create textures) to some of or all of the filled-in shapes. Have them use a small brush for this and pick contrasting colours to that of the shape.
- Suggest interesting designs such as circles, ovals, wavy lines, crosses, dots, triangles, koru and tukutuku patterns.



Activity Four – Display and Evaluate

Teaching Component

- When paintings are dry, use the guillotine to trim the pictures slightly down in size and mount them on white paper of the original size. Trimming the pictures will allow a small white border to become visible when mounted.
- For a really excellent mount, mount the picture and white mount again onto larger black paper.
- Before the wall display is started, hold up each mounted picture individually and ask students which way up they think would best highlight the picture, *eg horizontally, horizontally upside down, vertically, vertically upside down*
- Spend time discussing interesting use of colour, textures and the continuous line.
- What do the students feel are the most effective parts of each painting? Why?
- Identify parts of paintings where the brush has been used in a flowing manner.
- Involve students in planning the wall display of their pictures.
- Repeat this lesson several times and watch for the amazing improvement in design and skills.

Further Directions

- Try the same process with greasy crayons, dye and pastels on smaller sized paper.
- Try painting a magic forest starting with flowing outlines of trees and branches. The colours and the patterns become the foliage.
- Try a topic such as an undersea garden of flowing seaweed, coral and colourful fish.

Assessment

- Did the students display increasing skill in managing and working with a brush?
- Did the students use imagination and flair to mix colours.
- Were students able to appreciate interesting elements in their own paintings and those of others?
- Can the students identify the strong relationship between line, colour and texture?
- Did the students give of their best in terms of effort and develop critical skills in a positive manner?