

ARTS LINK

Arts Link Lesson Plan

Title of Lesson: Artists as Color Scientists

Artist: Cassandra Stancil Gunkel, PhD

Art Form: Fiber art

Academic Arts Standard:

9.1 Art Production, art technology

9.2. Art history and cultural contexts

- identify art materials, techniques, and processes

Student Will: Understand how artists use minerals to create pigments

Assessment: students use mullers, mortars and pestles to grind clay, stone into powdered pigment

- Combine materials to create works of art

Student Will: Create recipes for various artistic media [paint, ink]

Assessments: students create and follow recipes to mix pigment with media (water, white glue) to create watercolor paint.

Students create a varied palate of colors and hues following recipes.

- Use a variety of technologies to produce works of art

Student Will: Explore various tools and mediums to make paint and ink

Assessments: students use paints from their created palates to create a pleasing landscape or artwork on paper

Summary of the Lesson: Early artists used earth pigments to create designs and color their bodies, caves. Students will use grinding tools and available pigment from earth or purchased chalk to create pigments that naturally occur in earth. Students combine pigments with a “fixing media” water, glue to create paints in a variety of colors. Students will use measuring spoons and pipettes to measure and note cards to record their measured amounts of pigment, water and glue to create a color. Students will make a “color swatch” on recipe cards to record the resulting color.

ARTS Lesson Structure:

Introduce concept of pigment as a basic art resource. Introduce natural materials and grinding pigments.

Introduce measuring tools, recipe as a record artists use to create and reproduce color.

Students work individually or in teams to grind, create paint and record their color recipes.



Attention: How will you prepare the students for the lesson? How will you elicit their attention? Show images of Lenape men and women painted by artist John White to show tattoo designs. Discuss what were possible sources for the colors used and depicted>

Review: What content will you review in both academics and the arts to prepare the students for the lesson? How will you connect stored information?

Basic tools that artists and scientists use: grinding tools, measuring tools, notebooks to record results.

Teach: Summarize the steps you will take to teach the lesson? Show illustrations of early Lenape that show pigmented designs on faces, arms.

Introduce pigments as natural materials that occur in the earth.

Introduce tools that artists and scientists use (to grind, measure, record).

Allow students to create pigments, record the recipe and color swatches.

Support: How will you close your lesson to connect previous information to new learning? What will you assign? Assign students to create a pleasing design using their colors. Assign students to exchange recipes, and exchange colors to develop a palate of colors.