

## Abstraction

**Teacher:** Rachael Wells

**Grade Level or class:** 4th grade

### NCAS Standards:

#### Artistic Process: Creating

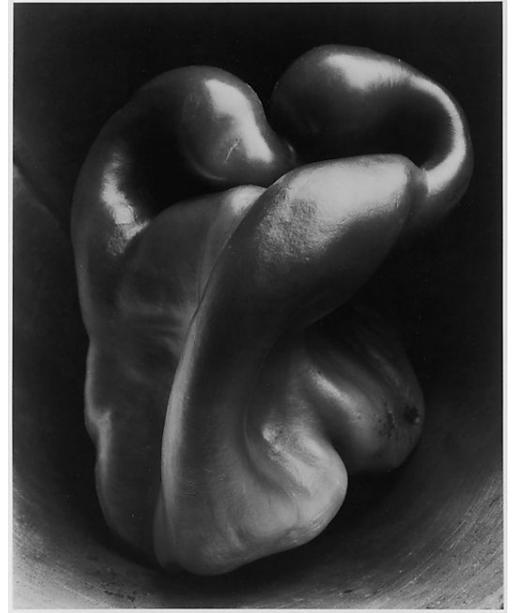
**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Performance Indicators:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

**Artistic Process:** Responding

**Anchor Standard:** Perceive and analyze artistic work.

**Performance Indicators:** Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.



### Project Summary and Rationale:

This two part lesson focuses on using photography and painting to work in the abstract. Students will learn a brief history of abstraction and the impact it had as an art movement to create their own photo journals and paintings influenced by nature.

### Enduring Understandings

- Visual imagery influences understanding of and responses to the world.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

### Essential Questions

- How does knowing the contexts, histories, and traditions of art forms help us create work of art and design?
- What is an image?

### Knowledge Objectives/Learning Targets-

#### Students will:

- Know the impact abstract art had on the art world.
- Know how different mediums can accomplish different objectives.

### Skills Objectives/Learning Targets

#### Students will:

- Create abstract work using two mediums.
- Learn how to talk about their work and discuss how art movements influenced their work.

**Materials:** ipads, recycled canvases or acrylic paper, prints of student's favorite photographs, card stock paper, colored yarn, various decorating materials such as stamps, sequins, glue, etc.

**Resources:**

- Edward Weston photobook
- Ipad applications

**Vocabulary:** abstract, frame, contrast, cropping, still life, grid, color values.

**Motivation:**

- Presentation on abstraction and photographer Edward Weston.

**Lesson Sequence:**

**First Class:**

- Students will be introduced to abstraction through a powerpoint presentation, including Edward Weston. A general overview of the project will be presented and essential questions asked.
- Students will then be shown iPads: Proper and appropriate use on the iPad will be taught.
- Students will then take photos of objects found on a walk outside in an abstract way, playing with framing, scale and color.
- Students will return to the classroom together and choose four photos to edit using a photo editing app on the ipads. A quick demonstration on editing a photo will start this process.
- The last part of class will be to share their work and for the teacher to explain the next step.
- Students will pick one photo that they want to turn into a painting.

**Second Class:**

- Materials will be given out, including acrylic paint, water, brushes, smocks, paper towels, and canvases or acrylic paper that are prepped with an outline of the shapes in their favorite photo, as well as a grayscale photo print.
- Demonstration of using a monochromatic palette to render a grayscale photo, matching colors to shades of grey in a photograph.
- Students practice making their monochromatic scales and matching shade and tints to parts of the grayscale photo print.
- Students will start their paintings.

**Third Class**

- Students will finish their paintings.
- If students are finished, they will receive printouts of the photos they took in the first class, including extras by Weston if they were not present in the first class.
- Students will assemble their photo journals with card stock paper and yarn. They will decorate the covers with a title for their journal and their name.

- Students will participate in a full-class critique by hanging their paintings and looking at them as a group.

**Differentiated Strategies:**

- Present instruction/resources verbally and visually.
- Modify tools and materials for use by students with disabilities.
- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have student work in group with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

**Assessment:**

**Formative:** Students talking about and sharing their artwork, student check-ins

**Summative:** Students completed photographs and paintings.