

Artful thinking “Starry night” Grades 3, 4

Erasmus+ : “Multiple paths to literacy: differentiated instruction for diverse students”



4th Primary School of Tyrnavos, Greece

Activity A14



Completion time:

4 sessions; 45 minutes per session

Objectives:**OBJECTIVES:**

The student will understand and correctly identify qualities of an impressionist painting.

The student will be able to correctly identify Vincent Van Gogh's painting/style.

The student will demonstrate the ability to create movement within their picture.

The student will create a wax resist for the sky portion of painting.

The student will understand and create a silhouette for the city.

The student will understand that artists use color to create temperature in paintings.

Materials:**MATERIALS:**

*Completed sample

*9x12 light colored *construction paper (light blue, gray)

*Oil pastels, various yellows and gold, white, and various blues.

*Liquid water color-BLUE

*Paint brushes

*Black construction paper or black tempera

*Pencils

Scissors

Procedure:

Day One:

1. Teach Van Gogh history. Tell of his beginning, job tries, etc.

2. Show Van Gogh self-portrait. Discuss why he has a greenish color to his skin. Bring this discussion into

Impressionism. If available, use a colored light to show the children how the color of the light reflects off their skin, to give the "impression" that they are green (or whatever color you are using).

This is how the impressionists painted their pictures and sometimes their colors look strange to us.

3. Show several Van Gogh paintings, using the Starry Night last. This is the one we are going to recreate.

4. Give students time to talk about the painting and if they have ever seen it before and

where.

5. Tell the kids that Van Gogh was on a hill, at night, painting this. Have them imagine that they are there with him.

6. Ask: Do you think you would be hot or cold? Most kids will answer cold. Discuss why. Let them, using their prior knowledge, tell you why. They will tell you that it gets colder when you go up higher.

That it is night time. Someone will notice it is windy, Ask how they know it is windy, since air is clear.

Someone will say it is cloudy, ask how they know this. Lead this discussion into "it just looks cool".

7. Explain that artists use color to create a mood or a temperature in their painting. Mr. Van Gogh created a cool feeling by using lots of blues, blacks, grays, etc.

8. Depending on how well the students participate in the discussions, this will most likely be where you need to stop for the day.

Day Two:

1. Refresh memory of Van Gogh discussion. Show Starry Night again, explain that we will be recreating this picture using oil pastels.

2. Hand out light colored paper (it needs to be a light color so that they can see where they place their white pastel coloring) and pastels. I separate my pastels so that they don't have any other choices than the ones that we need. I take out all other colors.

3. Discuss the crescent moon and show them how to draw one. Hint: draw a capital C, then a lower case C inside it. Works great.

4. Have students draw their crescent moon on an upper corner of the paper using their choice of yellow pastel.

5. Next we discuss the stars in our picture. We discuss how/why they are blurry dots, not pointy stars that they are used to.

6. Using either one color or a combination of yellows, the students put stars on their sky.

7. Demonstrate how Van Gogh created the lines around the stars to make them radiate out from the center. I use four broken lines around the dot, then four more, then four more, etc.

I demonstrate how to do this on the white board first, showing the correct way to draw the lines and the incorrect way (scribbles) around the stars.

8. I then demonstrate how to draw the wind, winding around the paper. I compare the wind lines to the lines on a street. I repeat the pattern that I created with the other pastel

colors. Light, medium, dark blues, white, etc.

Day Three:

1. Refresh memory of previous lessons. If you did not get finished with all the pastel work on day two, teach and complete that work. Many times, the students are so excited about this lesson and we

have great discussions and the pastel portion of the lesson has to stretch to 2 days. I say, if they are excited and questioning, then take the time.

2. Now demonstrate the resist technique. They will think this is so cool!! I explain how oil and water can't mix, so everywhere they colored with pastel, the paint runs off. I use a clear plastic pop bottle with cooking oil and water in it to show how oil and water will always separate.

3. Have students use large brushes and paint a wash of blue water color on their paper. I use liquid water color for this project so that I don't have to worry about using the cake style correctly.

4 Store on drying rack.

Day Four:

1. Discuss and reteach silhouettes for students. This is a refresher for my kids, we cover silhouettes earlier in the year. The silhouette can be drawn and cut out of black construction paper for a collage effect or painted directly on the piece with black tempera.

2. Demonstrate different ways the students can draw their city scape silhouette. Demonstrate on your sample piece.

4. Students then create their own silhouette city at the bottom of the piece.

Alternative tasks for older students

Pre-viewing

Warm-up

Teacher shows the photograph with the Milky Way and asks students to brainstorm with words related to the photo. Students write their ideas on their computers and the teacher projects them on the board.

Activity one

Four of Van Gogh's paintings are presented: Starry Night, Cafe Terrace, Starry Night Over The Rhone and Almond Blossom. Students are asked to identify which of the four paintings are related to the photograph of the Milky Way. Students realise the effect science may have on art.

Group formation. Teacher asks students to pick a card out of the “artbox” (a box containing yellow cards, blue cards and grey cards) and form their teams according to the colour of the card they have picked.

Thus, three teams are created: the blue team, the yellow team and the grey team

While - viewing

Activity one (worksheet at the end of lesson plan)

Each team has to perform a different task referring to the painting Starry night using their computers.

The blue team has to write on their computers what they see, the yellow team has to write down what they think and feel and the grey team what they want to know looking at the specific painting.

Then the representative of each team presents the ideas of his/her team to the whole class by projecting them on the board. Teacher summarises teams' ideas.

Activity 1: Look at the painting for a few minutes. If you were to write a title for this painting what would that be? Look at the painting and firstly think alone the following questions:

- What can you see?
- What do you think about that?
- What does it make you wonder or want to know about it?

Then discuss with your group the questions.

The blue team has to write all the team's ideas of what you can see in the painting. The yellow team has to write all the team's ideas of what you think and feel about it. The grey team has to write all the team's ideas of what you want to know about it.

In the end of the activity choose a representative and present your ideas to the plenary.