

ARTE 306

Kaya Mensah

Title of Lesson: Happy Accidents

Middle School Grade 7/ Art 1/ One day lesson

LESSON RATIONALE

The project “Happy Accidents” addresses the acceptance of making mistakes during the artmaking process. Additionally, it will stress the importance that art has various styles and is more than realism and can be imperfect. “Happy Accidents” is based on the acceptance of failure and how mistakes give you the opportunity to grow and create. Allowing failure provides a valuable lesson that will aid them in their future artmaking process, helping them identify their areas of strengths and weaknesses. It also fosters resilience and reduces the fear of making mistakes; allowing for students to focus on the process of artmaking instead of the final product. Additionally, it forces students to adapt to unpredictable changes. It is vital to inform students that personal failure is important to everyone's individual journeys’ in both personal and professional growth...leading to success!

Teaching this content will address non-representational subjective art. Students will be experimenting with mixing watercolors and exploring the use of ink. Students must have previous knowledge of color theory and elements of design. The artist references will include oil painter Bob Ross, emphasizing how he embraced his mistakes and failures. Additionally, contemporary artists Andy Yang and Mila Weis will be shown; they exhibit a unique way of expression in their watercolor paintings. These artists give students a valuable insight into the various expressions depicted through watercolor and allow them to pull a bit of inspiration from them.

PROCESS : *Watercolor with India Ink.* Students will begin with experimenting with watercolor, salt, then ink.

ARTISTS:

-Bob Ross: Born Oct 29th, 1942 and passed July 4th, Bob Ross was an American oil painter who is characterized for his impressionism, amazing use of light source, and blend of colors. Known for his television show, “The Joy of Painting,” Bob Ross was a beloved TV star who died of cancer. His television show was extremely influential and encouraged people to explore their creative side and paint at home. He is famously known for the saying “We don't make mistakes, we have happy accidents”, meaning that your mistakes are a chance to improve and a chance to create something that you may have never seen before!

-Mila Weis: A German visual artist born in 1981 who's inspired by the creativity of nature. She explores the color field and experiments with brightness.

-Andy Yang: A Singaporean multi-disciplinary contemporary artist whose practice varies from painting, drawing, installation, performance, and music. He is mainly inspired by his strong emotions and his “impulse to create”. He focuses on raw expression rather than literal depictions.

BIG IDEA: Embrace your failures. Mistakes are okay!

LEARNER OBJECTIVES:

- 1) Students will create a watercolor and ink abstract painting while exploring the use of at least three of the additional materials provided.
- 2) Students will understand the fluid working definition of art and the definition of abstract art.
- 3) Students will be able to analyze and interpret abstract art.

3 National Standards for Visual Arts

- 1) **Creating:** Anchor Standard 2: Organize and develop artistic ideas and work.
VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- 2) **Responding:** Anchor Standard 7: Perceive and Analyze artistic work
VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.
- 3) **Responding:** Anchor Standard 8: Interpret intent and meaning in art
VA:Re8.1.7a: Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

3 VA State Standards of Learning (SOL) in the arts:

- 1) 1: Demonstrate creative thinking by employing originality, flexibility, fluency, and imagination in the development of artwork
 - a) 7.1 The student will apply creative thinking to communicate ideas, experiences, and narratives in works of art.
- 2) 12: Explore, select, and understand how elements of art and principles of design allow artists to communicate meaning and messages in artwork.

- a) 7.12 The student will use elements of art and principles of design to express meaning in works of art: a) Color—harmonious chromatic relationships. b) Line—contrast, gradation. c) Space—positive, negative. d) Emphasis—focal point, dominance. e) Proportion—actual, exaggerated.
- 3) 14: Experience a variety of drawing methods and media.
 - a) The student will apply a variety of techniques in observational and expressive drawing.
- 4) 17: Work with various subjects and themes
 - b) 7.17: The students will create and respond to representation and non representational artwork

MATERIALS NEEDED FOR LESSON *(be specific; how many of each item, what size paper, what color markers/paper, what kind of recycled materials, what size brushes, what kind of markers finepoint/broad tip, etc.?)*

1. Art supplies:

- Bristol Paper- one per student
- Watercolors- At least one per table or one for four people
- One bottle Indy Ink- include dropper
- palettes for ink: one per table
- skewers/toothpicks: one per students
- paper towel: one per student
- water cups: one per student
- paintbrushes: At least two per student
- Sponges: One per student
- Spray bottles: One per table

2. Additional Materials

Bob Ross short introduction video:

<https://youtu.be/x-9CqidKRSM?si=KdmvbaohYNOppvN>

VOCABULARY/DEFINITIONS

1. Abstract/abstract art: art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.
2. Line composition: the use of lines to create a visual path that guides the viewer's eye through a composition

3. Color Theory: a concept used in visual arts and design that explains how colors interact with each other and how they can be combined to create certain feelings, moods, and reactions.
4. Elements of Art: The visual components of color, form, line, shape, space, texture, and value.
5. Principles of Design: the methods and rules that artists and designers use to organize visual elements in a work of art, design, or architecture

MOTIVATING STUDENTS; PERSONAL and SOCIAL RELEVANCE

This lesson will motivate students to make art with no pressure and no expectations for the final product. It will also be helpful for introducing art to beginning art students who are not yet confident with their personal art making process.

LESSON PROCEDURES

1. **Teacher/Classroom Prep** *(List tasks that the teacher needs to accomplish before the lesson begins such as; print handouts, cut paper, divide art supplies, arrange tables for groups of four, arrange samples/student resources- be specific)*
 1. Set one small cup of salt on each table for students to share
 2. Have an ink dropper and drying racks prepared and ready to use.

LESSON SEQUENCE

Teacher Actions	Expected Learner Actions
10:25-10:30- Set up one small cup of salt per table.	10:30-10:35 Enter the classroom efficiently and take seats. Students will wait for directions.
10:30-10:35: Greet students and instruct them to take a seat.	
10:35-10:43: Begin introduction to lesson and lead with discussion questions: <u>“What does abstract mean? What is abstract art? How does making art feel to you?”</u> Pass out Bristol paper during discussion- one per student	

10:43-10:48: Have students retrieve watercolor- (one per student), brushes, and water cups. Specify no more than two brushes per person but they are free to share with each other. Preferably, water cups are one per person but is possible between two students.

10:48-11:05- Start with leading the painting session, have them start with one color and encourage them to begin with organic or geometrical shapes. Have students begin painting, then mention that they can use various colors as they want. Encourage them to use the materials they are provided and get their paper wet to experiment with drip techniques. Let them know that this process is experimentation, and it is okay to make mistakes! They are allowed to converse with their classmates.

11:00-11:30 Pass out one pallet per student, add two drops of ink in each pallet, and one skewer per person. Mention that they can outline shapes or can use it freely. Emphasize that it will stain clothes and to keep ink off the tables. Remind students to use the skewers correctly and safely.

11:30-11:35: Have students make their finishing touches and ask them to take a look at their peer's work. Mention how every student artwork is different and unique!

11:35-11:45: Facilitate clean up. Instruct students to put paintings on drying racks, pour out their water cups, clean off their ink pallet in the sink, throw away their skewers, and clean their brushes. Return all

10:33-10:43: Respectfully participate in discussion.

10:43-10:48: Retrieve watercolors/brushes and demonstrate correct use of the art supplies

10:48-11:05: Responsibly experiment with water colors and materials provided.

11:00-11:30: Safely handle ink and skewers. Keep the work area clean of ink and use the skewers as an art tool not a toy.

11:30-11:35: Finish up artwork and look at their classmates' work, not to compare themselves but to identify the uniqueness in everyone's art.

11:35-11:45: Place paintings on drying racks, pour out and rinse

materials back from where they were retrieved

11:50: Dismissal

water cups, throw away paper towels and skewers, clean off ink palette, rinse off their brushes. Return all materials to their original space.

11:50: Dismissal

ADAPTATIONS AND RECOMMENDATIONS

- Larger brush size for mobility
- Substitute ink with pen.

ASSESSMENT

A: Complete or Incomplete