

Teacher: Gabrielle Gamboa

Unit: Introduction to Painting, Lesson #1

Lesson Title: A Pair of Shoes

Objective: Students will use monochromatic painting to explore symbolic self-portraiture.

Standards: VA Proficient - 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design, 2.4 Review and refine observational drawing skills.

Vocabulary: monochromatic, tint, shade, hue, value, contour, cool color, warm color

Materials:

Instructional: laptop computer with video projector, student sketchbook, overhead projector or white board, handouts of lesson instruction, vocabulary list, and rubric, A Pair of Shoes visual presentation.

Art Materials: student sketchbooks, newsprint drawing paper, 12" x 18" watercolor paper or illustration board; drawing pencils, erasers, pencil sharpeners, rulers, view finders, masking tape, drawing boards, palettes; acrylic, gouache, or tempera paint; water cups, shoes, photo reference.

Preparation: T will set up digital projector, make student handouts, have an overhead transparency or white board ready, and have an assortment of shoes background reference images (both realist and abstract). I will put out paints, palettes, paper, tape, drawing boards, pencils, sharpeners, erasers, and rulers.

Introduction:

(Session 1)

- T gives Ss the handout with the lesson instructions, and they will read along as T reads it out loud.
- T shows Ss A Pair of Shoes visual presentation. The first six images will be examples of paintings of shoes by Van Gogh, Magritte, Warhol, and others. As a class we will discuss what each artist was trying to convey. The next six images will be examples of student work showing a variety of compositions, color schemes and abstract and realist backgrounds. T will point out the unique features of each image, such as their expressive rendering, interesting background, and the effectiveness of the color palette used. We will also discuss the emotions that these colors evoke.
- T will instruct Ss to make a two column list on a page in their sketchbook. On one side they will list as many kinds of shoes as they can. In the second column, they will list as many attributes ascribed to the wearer of these shoes as possible. T will write the following example on the board: athletic shoes (such as Nike, Adidas, etc.) may be worn by someone who is athletic, fit, casual, etc.
- After 5 minutes, Ss will share their ideas with the class, T will add the ideas to the board.
- T will give homework assignment: Ss must decide what kind of shoes best represent them. They should be prepared to explain why. They must bring in a pair of these shoes into the next class to draw. They may use one shoe with laces,

a pair without laces, or one shoe from two different pairs if that suits their personality best. They should also consider what they want their background to be and bring photo reference to class. They will be sketching composition thumbnails at the next session. Ss must also bring their palette from home tomorrow. These palettes should be a Tupperware container with a white or beige lid.

Procedure:

(Session 2)

- T will check that each student has brought their shoe(s) and mark their name off of a checklist.
- Ss will spend time arranging their composition and looking at it through the view finder. Ss will then make at least two thumbnail sketches in their sketchbook.
- T will circulate around the room checking student progress and giving assistance.
- When they have decided which composition they want to use, they will make a full-size contour drawing on the newsprint.

(Session 3)

- T will check that each student has brought their palette and mark their name off of a checklist.
- Ss will start their full-size contour drawing on newsprint.

(Session 4)

- Ss will complete their contour drawing. Ss will then very lightly transfer the contour lines to the watercolor paper or illustration board by tracing on a light box or by covering the back of the newsprint with graphite and retracing the lines on to the white paper.
- Ss will tape a 1/4" (on sides and top) 1/2" (on bottom) border around their paper with masking tape.
- T circulates to check progress and give assistance.

(Session 4)

- Today we will incorporate monochromatic color into the self-portrait.
- T begins by giving Ss a vocabulary list. T explains that monochromatic color means one color, and that their painting will be monochromatic.
- T and Ss go through the terms as a class.
- T will remind the class of the connotations that cool and warm colors have.
- T will then tell students to choose a color scheme that best describes their personality or emotions.
- They will then make two value charts in their sketchbook in which they will paint 8 different values of their color, varying the ratio of white, black, and water to pigment. They will be able to refer to this as they make the painting. They will label their charts. They cannot add black to their palette until they are finished with the values and tints. T will demonstrate how to mix the colors.
- Once they feel confident about their palette, they may start their painting. Ss should use masking tape to tape their drawing to a board or table before they start in order to minimize wrinkling.

- T will check to see that each student made a color chart before they began painting.

Perception & Response: Awareness of how artists use objects and color symbolically. Awareness of artists use the elements and principles of design in painting. Ss will be aware of the design, form, and function of shoes.

Visual Arts Heritage: Shoe still life paintings by Van Gogh, Miro, Magritte, William Aiken Walker, and contemporary artist Stuart Pearson Wright.

Aesthetic Valuing: Ss will appreciate the power of symbolism and color in painting. Ss will investigate the relationships between clothing and identity.

Creative Expression: Ss will learn to create tints, shades, and varied values in water-based paint. Ss will practice making contour drawings of objects from life, and will learn how to apply water-based color.

Closure:

- Ss will display work on the classroom gallery wall, then we will have a group critique.
- During the critique, each student will tell the class how the shoe style and color they chose describe themselves. Alternatively, Ss will explain their choices in a written reflection.
- Ss will turn in their work and rubric.

Extension:

- Ss could build a 3-D model of their shoe in paper mache
- Ss could make second different self-portrait using a contrasting color palette to see how different color choices effect our perception of mood.
- Ss could use this monochromatic painting as a study for a larger, full color painting.

