

# Secrets of Painting

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## Vocabulary

<b>Art Studio</b>	A place where artists work.
<b>Color Wheel</b>	A circular chart to show the relationships & results of mixing color.
<b>Primary Color</b>	The three colors from which all others are derived (Red, Yellow, Blue).
<b>Secondary Color</b>	The three colors resulting from mixes of primary colors (Orange, Green and Purple).
<b>Warm Colors</b>	Colors that appear to have a warm temperature, examples are red, yellow and orange.
<b>Cool Colors</b>	Colors that appears to have a cool temperature, examples are blue, gray and silver.
<b>Value</b>	Relative light or darkness.
<b>Mood</b>	Predominant feeling or spirit.
<b>Line</b>	A mark connecting two points in space.
<b>Mark</b>	A spot, scratch, dot, etc. on a surface.
<b>Collaborate</b>	To work together.
<b>Pattern</b>	An arrangement of parts with repeating elements (shape, color, etc.).
<b>Repetition</b>	An arrangement of elements that is done in the same way more than once.
<b>Geometric Shape</b>	Recognizable shapes from geometry such as circles, squares, rectangles and triangles.
<b>Organic Shape</b>	Unrecognizable shapes which have curved lines.
<b>Positive Shape</b>	Shapes that are found within objects or figures.
<b>Negative Shape</b>	Shapes that are found in the space between objects or figures.
<b>Space</b>	Distance or area between or within things.
<b>Shape</b>	A definite form.



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# Secrets of Painting

## Alignment with State Goals

**State Goal 25:** Understand and demonstrate knowledge of the sensory elements, organizational principles and expressive qualities of the arts.

**State Goal 26:** Understand and demonstrate process, traditional tools and modern technologies used in the arts.

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## Activity: Color Collage Hanging

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In this activity, students will layer tissue to create a colorful collage. This project is an exploration of color and shape, two concepts experienced in the workshop.

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### Materials

- primary colored tissue paper cut into one inch squares
  - liquid starch
  - small containers for starch
  - paint brushes
  - heavy weight white paper or paper plates
  - scissors
  - hole punch
  - markers
  - yarn or string
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### Procedure

1. Distribute a piece of paper or a paper plate to each student. Pass out colored tissue paper. Ask the students what type of colors and shapes they have before them. Explain they will be creating new colors and exploring shapes. Talk with students about collages. Explain that artist make art work to share ideas. Discuss how their art collage will communicate to others about shapes and colors (and letters).
  2. Brush liquid starch over the surface of the paper or paper plate. Select tissue pieces and place them onto the starch. Layer tissues and observe what happens. Discuss how primary colors mix together to create secondary colors. Ask the student what shapes they have created by layering the squares. Allow to dry overnight.
  3. The next day, choose a favorite shape (or letter). Draw this shape onto the collage with a pencil and cut out. *Ask if they cut straight lines or curved lines. Why did they choose their shape or letter? Why did they choose their colors? What will people see when they look at the hanging collages? Are there other shapes or colors that might have worked too?*
  4. Hole punch each piece at the top. You may choose to string them individually or next to each other. To create a large collaborative piece, layer them on a large sheet of contact paper, cover with contact paper and trim the edges. Hole punch the top and string for hanging.
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### Extension activity

Try this activity using squares, triangles, ovals and assorted shapes. Use contact paper for individual pieces to create translucent window hangings.



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## Activity: Circles All Around

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In this activity, students will use oil pastels and water colors to create colorful circular patterned paintings. This project is an exploration of color, shape and pattern.

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### Materials

- water color or heavy weight paper
  - watercolor paints (You may chose to use only primary colors for younger students.)
  - paint brushes
  - oil pastels or crayons
  - circle shaped objects such as cups, pencil holders or bowls
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### Procedure

1. Ask students to identify circles in the room around them. Go for a circle hunt gathering circular objects which can be used for tracing. Explain these objects will be used to create outlines of circular shapes for painting.
  2. Pass out oil pastels or crayons and paper. Have students trace the objects using one color for all circles. Students should share objects. Encourage them to overlap circle outlines and use a variety of sizes. Gather materials after the circle outlines are complete.
  3. Distribute water color materials. Ask students to identify the types of colors they will use. *Warm or cool? Primary or secondary? A combination of colors?* Explain that, as artists, they are responsible for making a choice about what colors they will use. Have students paint in patterned circles and shapes.
  4. Ask the student what shapes they have created by layering the circles. *Do they notice places where shapes overlap to create pattern? How did they create new colors? What new colors have they created by blending and layering colors? Are the new colors secondary or primary?*
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## Activity: Class Pattern Piece

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In this activity, students will sort colors, collage and work collaboratively to create a patterned art piece. This project is an exploration of pattern and color.

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### Materials

- one square piece of paper per child
  - scrap paper or magazine pages with both warm and cool colors
  - yarn
  - one large piece of poster board—try this on a bulletin board if you don't have poster board
  - glue
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### Procedure

1. Explain to the students that they will work collaboratively to create a patterned artwork. Explore the concept of pattern. Ask students to identify patterns in the room around them and on their clothing. Explain that each child will make their own piece. Then you will combine them together to create a patterned art piece.
  2. Discuss warm and cool colors. Ask which colors make you think of the warm sun. *Which remind you of cool ocean water?* Explain that they will make a picture using either cool or warm colors. Distribute one square of paper to each student. Ask students to sort through paper scraps looking for their warm or cool colors. Have each student collage colors using their paper pieces.
  3. Revisit the concept of pattern after each child has finished their artwork. Ask which students have warm pieces and which have cool pieces. Explain they will create a pattern with the pages alternating between warm and cool. Have each child bring their page forward and place it on the board by gluing or pinning it down.
  4. Design a decorative boarder using yarn or colored paper. Decide as a group if you will use a warm or cool color. Name your class art piece and display for everyone to admire.
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## Activity: Matisse Paper Cut-Outs

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In this activity, students will cut paper to create bold colorful images with well defined lines and shapes. This project is an exploration of line, shape and color.

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### Materials

- large sheets of colored paper
- smaller sheets of colored paper
- scraps of colored paper
- glue
- scissors
- images of Henri Matisse's paper cut collages

### Resources

- A Weekend with Matisse by Florian Rodari
  - [allposters.com](http://allposters.com) — Search for Henri Matisse, Beast of the Sea
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### Procedure

1. Show students example of Matisse paper collages. Ask the students what materials Matisse used to create his collage images. Identify what the images are and how they were created (using line and shape). Explain they will be creating lines and shapes using scissors to cut paper.
  2. Distribute one large piece of paper to each student. This is the background color. Have each student choose smaller sheets of paper and scraps in contrasting colors to their background color. Cut these into a variety of different sized shapes and lines with smooth, wavy, curvy, jagged, pointed, round edges. (Students may also chose to tear paper for a softer edge.) Demonstrate overlapping. Glue down shapes.
  3. After everyone is finished, have students share their artwork with the class. Ask students what shapes they used. *Are the edges of their shapes smooth or rough? How did they choose their colors? Did they use a variety of sizes?*
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### Extension activity

Try using different materials, such as fabric sandpaper, corrugated cardboard, etc. for exploration of texture. Older students may use this activity to create images reflecting ideas about a class topic.



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## Alignment with State Goals

**State Goal 9:** Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

**State Goal 26:** Understand and demonstrate process, traditional tools and modern technologies used in the arts.

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## Activity: Shape Search

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Shapes are everywhere! Nature and architecture are two prime starting points to search for shapes. Explore your classroom and schoolyard in this simple but engaging activity.

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### Materials

- Clipboards
  - Paper
  - Pencils
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### Procedure

1. Gather clipboards if they are available. This will make writing while out of the classroom much easier. If you do not have clipboards, have children bring along a book to use as a writing surface.
  2. As a class, brainstorm a list of shapes. Discuss which ones are seen the most often and which ones are rare. Consider dividing the list into 2-D and 3-D shapes i.e., listing squares and cubes separately. Continue the discussion by asking where shapes can be spotted. Make sure architecture and nature are discussed.
  3. Have the class quietly look around the room and spot a 2-D and a 3-D shape. Have students turn and tell a neighbor what they spotted. Have a few students share their findings with the class.
  4. Introduce the idea of a shape search to your class. Explain that you will walk down hallways and around the outside of the school, all the while looking for different shapes. Group students together and pass out a clipboard and paper to each group.
  5. Lead the students on a shape search in whatever area is available to you. Spot the rectangles and squares that make windows and look for round manhole covers. See if you can find a cylindrical tree trunk. Your students may surprise you and notice shapes you hadn't spotted!
  6. When you return to the class, have groups present their findings.
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### Extension activity

Use the information collected to practice organizing data. Make a chart of the most frequently found shapes or a Venn diagram comparing shapes found in nature and man-made objects.



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## Activity: Ain't Going to Paint No More!

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Read the book, *I Ain't Going To Paint No More*, by Karen Beaumont that features a boy who gets caught painting on all sorts of things he shouldn't, like the floor and the curtains. Give your students permission to have a daring moment of their own by allowing them to paint on something unusual, with your permission of course!

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### Materials

- *I Ain't Going to Paint No More*, by Karen Beaumont
  - Paints
  - Paintbrushes
  - Smocks
  - An old bookshelf or chair
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### Procedure

1. Ahead of time, find a piece of furniture that doesn't have a home, like an abandoned chair in the hallway or a bookshelf that has seen better days. Get permission to paint this item. Bring it into your classroom and set it on a tarp. If you can't seem to find something big to paint, consider purchasing a clear vinyl shower curtain. They are relatively inexpensive and look lovely when hung near light.
  2. Gather the class together and read aloud *I Ain't Going to Paint No More*.
  3. As a class discuss what was fun about the book. Ask if they've ever wanted to paint something crazy. Has anyone actually done that and got in trouble? Discuss why it's important to be respectful of others' property.
  4. Ask your students if it looks like fun to paint on something besides paper. Surprise them with the piece of furniture you've procured and explain that you asked special permission to be allowed to paint the item. It will be a new decoration for the classroom.
  5. Pass out smocks and paintbrushes as needed. Give students creative control over the appearance of the final product.
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### Extension activity

Make up a rhyming color book of your own! Write some colors on the board and generate a list of rhyming words. Then have each student create a page for the book complete with a rhyme and illustration about something silly they might paint—like a blue high heel shoe or a red dog named Ted.



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# Secrets of Painting Resources

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## Storybooks

- Beaumont, Karen. I Ain't Going to Paint No More
- DePaola, Tommy. The Art Lesson
- Johnson, Crockett. Harold and the Purple Crayon
- Laden, Nina. When Pigasso Met Mootisse
- O'Connor, Jane. Henri Matisse: Drawing with Scissors
- Reynolds, Peter. Ish
- Reynolds, Peter. The Dot
- Thomas, Patricia. Nature's Toolbox: A Seasonal Gallery of Art and Verse
- Thong, Rosanne. Round is a Mooncake: A Book of Shapes

## Nonfiction and Reference Books

- Henry, Sandi. Using Color in Your Art: Choosing Color for Impact and Pizzaz
- Henry, Sandi. Making Amazing Art: 40 Activities Using the 7 Elements of Art Design
- Larkins, Mona. Pablo's Art Adventures: Exploring the Studio
- Raczka, Bob. More Than Meets the Eye: Seeing Art with All Five Senses
- Topal, Carrie Weisman. Children and Painting (For Teachers)
- Waters, Elizabeth and Anne Harris. Painting: A Young Artist's Guide
- Yenawine, Phillip. Lines, Shapes, and Colors

## Websites

### Artsonia

<http://www.artsonia.com>

This website allows teachers to upload student work onto a web-based "museum" for others to see. Work can be viewed by parents and students from home.

### Art History Resources

<http://witcombe.sbc.edu/ARTHLinks.html>

This website is a great place to dig deeper about a particular artist or style that is of interest to you and your class.

### Art Institute of Chicago

[www.artic.edu](http://www.artic.edu)

Art museum websites are full of examples of inspiring and intriguing art work. This website has information on art work owned by the Art Institute of Chicago.



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