

The Dot - Lesson Plan

<u>Theme of Power Point:</u>	Use of the dot in art
<u>Artist Quote:</u>	“Just make a mark and see where it takes you.”
<u>Art Objective:</u>	Making your mark
<u>Grade level:</u>	K-5
<u>Time Line:</u>	20 minutes prep, 1.5 hours active, 15 minutes clean up
<u>Concerns:</u>	Give the children freedom to create their own mark and try not to mention the tessellation as a puzzle piece.

Question: *Why* the Tessellation? As part of our society, each person makes their mark. We make our mark on the world in many ways. It could be through our work, through our school, through our art, or through our home. It might be something we build, something we grow, or something we cook. There are so many ways to make our mark. But each of us is part of a greater whole. As we finish our DOT art today, we will bring them together to see how we are part of the whole. How do our parts come together to make something

Skills: Painting dots and marks on a paper shape that is not square. Seeing personal tessellation interlock with other children's images, to become a larger image.

Materials:

Q-tips
Paint -red, blue, yellow and white
Paper plates
tessellation in water color paper
blue painters tape
handy wipes
butcher paper for display, *supplied by school*
magnifying glasses
newspaper ads

Classroom Prep : *Prepare the following for later distribution to each student.*

1 Paper plate palate with 1 squirt of each of the 4 colors (please see example plate)
10 q-tips
1 tessellation

Step1: Classroom Presentation

3 minutes: Read book “The Dot,” Peter H. Reynolds. Spanish version available in the library.

5 minutes: Small discussion leaving book with a quote “Just make a mark and see where it takes you.”

20 minutes: Prezi slide show
Including artists: Georges Seurat, Chuck Close, Aboriginal Australian Dot Art, Yayoi Kusama, and Roy Lichtenstein

Teaching tip: Lay foam-core posters on the floor or prop on whiteboard rails - to look at up close and then move farther away across the room. Or you are welcome to pass the posters around among the students.

Step 2: Art Project Preparation

1 minute: Pass out newspaper advertisements and magnifying glass(1 glass per student)

10 minutes: Exploration

Discuss while kids are looking:

- * Color mixing with distance viewing (two dots right next to each other: yellow and red - from far away - make orange)
- * When close, things appear differently then they appear from far away
- * Small parts of the whole
- * Pointillism

1 minute: Collect newspaper ads. Children may take home their magnifying glass. (Teacher may want to collect and distribute these later.)

Step 3: Art Project

5 minutes: Discussion of project

Students are to use the q-tips to dip into the paint and dot the tessellation paper. Use new q-tips for each color. **Remind about color-mixing** with two colors right next to each other vs the traditional color mixing of the paints themselves. Also suggest that close together dots make for a darker color and wider spaced dots make for lighter shadings. They may create a scene or simply use the colors randomly. Avoid smearing.

Encourage the use of dots and covering the whole page. May also suggest experimenting with the q-tip, ie: removing the cotton.

3 minutes: Distribute supplies(palate, q-tips and tessellation) to each student.

30-40 minutes: Kids paint

Step 4: Assembling the tessellations to make a whole.

10 minutes: When painting is finished, gather students in a circle each bringing their tessellation. Place each one on the floor putting them all “together - fit like a puzzle” and see what they have created as a whole.

*If you wish, you may attach the tessellations to a large cut of butcher paper for classroom display, using the painter’s tape folded double-sided on the reverse of each tessellation.

Step 5: CLEAN-UP: Please be considerate of the next group. Clean the tables with paper towels or wipes. If you have decided to attach the pieces to butcher paper, ***please tape the Picture Lab take-home to the back of the tessellation first.***

Support Materials:

Books for each school's library:

The Dot, Peter H. Reynolds

Wham! The Art and Life of Roy Lichtenstein

Big Rain Coming by Germein (Aboriginal Art)
or Tjarany/Roughtail

Chuck Close: Face Book

Posters:

Seurat (3):

Sunday Afternoon, Cirque, and Banks of Seine