



Title: *Hand Tools: Inspired by Jim Dine*

Schedule: School year 2015-2016, grades K-5; 20 minutes PowerPoint presentation, 35 minutes project, 5-7 min. clean-up

Materials & Space: Student's own pencils, Craypas Oil Pastels, watercolor paper, cotton balls, mineral oil spray bottle, clean wipes, assorted hand tools, color wheel chart.

Big Idea: Tools are an extension of the artist's or worker's hand.

Student Learning Assessment

Learning Objectives <i>What I want my students to know and be able to do</i>	Assessment Criteria <i>What I will observe in my students - traits that can be seen and/or heard</i>
1. Observe the art of Jim Dine and introduce the biography of the artist	<input type="checkbox"/> May recognize or explore the artwork and artistic style of Dine and may study or discover basic biographical information
2. Practice artmaking skills by creating a drawing on a complementary, analogous, or primary-colored background	<input type="checkbox"/> Demonstrate understanding of complementary, analogous or primary colors <input type="checkbox"/> Will draw or trace a close approximation of the hand tool selected

Vocabulary:

Complementary colors: one of a pair of primary or secondary colors opposed to the other member of the pair on a schematic chart or scale (color wheel) as green opposed to red, orange opposed to blue, or violet opposed to yellow.

Analogous colors: Analogous colors are groups of three colors that are next to each other on the color wheel, with one being the dominant color, which tends to be a primary or secondary color, and one on either side of the color.

Red, red-orange, and red-violet are examples.

Primary colors: a color, as red, yellow, or blue, that in mixture yields other colors.

Classroom Lesson:

Class Presentation - 20 minutes

1. You may want to begin with an open-ended discussion of Jim Dine's *Technicolor Heart** (poster-sized photograph of sculpture provided)

Possible questions: What is the artist trying to say?, How big do you think the sculpture is? Have any of you ever seen this in person? What are some of the objects embedded in the sculpture? Why do you think Mr. Dine chose them?

2. Gather students to watch and discuss Power Point. In lower grades, there is usually a carpet area students gather to listen and for presentation. For the older grades, they usually remain at their desks in groups of four. Any groups of three I would recommend making into groups of four. This makes material distribution easier.

Project instruction - 5 minutes

The objective of the lesson is to have student create a picture using tools, oil pastels with complementary and analogous colors and baby oil to blend and soften coloring. The oil soaks in and dries very fast on the paper, eventually giving the impression of a lithographic print.

- a. Show examples of student art demonstrating art project
- b. Demonstrate an example
 - 1, Write your name on the back of your paper.
 2. Turn over and draw a horizontal line across your paper.
 3. Trace or draw a tool of your choice. Model how a neighbor can help hold the tool while you trace.
 4. **Select two colors** for the background. With grades 1-5 build on their knowledge of complementary colors (opposite on the color wheel) from last year (Van Gogh) and introduce analogous colors (next to each other on the color wheel). For kindergarten, introduce primary colors.

5. Color the background using the two colors selected, then color – student choice of colors.
6. You do not need to complete the entire picture. Just do enough so students get an idea.
- 7.

Thoughtful questions: Which direction will you place your tool? Is it 'swimming' up? 'Falling' down? Moving sideways? Will your tool be open, or closed? Have you ever used this tool before? Do you know what it is used for?

Do you want your colors to jump off the page? (primary colors) Do you want to show a lot of contrast? (complementary)

3.e Project time - 35 minutes - Put up Power Point slide outlining steps:

- a. Place supplies on table- allow students to examine tools and choose one that appeals to them.
- c. Have students return to their table groups and begin tracing or drawing their tool with their own pencil. Younger students may want to trace the outline of their tool, perhaps with a friend helping to hold it, older students may want to draw their tool. **When all coloring is finished, have students outline their tool with black and write the name of their tool somewhere on the paper. *If they outline first it will smear.***

Important! Check with the teacher to see which students need help with the next step. Some may need to have the spray applied for them. Also, in kindergarten, have the teacher help you spray the tools. Do not give the students the spray bottles.

- d. When students are finishing up, demonstrate how to **apply baby oil. Two-three sprays, then rub with cotton ball. Have them rub one color at a time and change cotton balls as needed.**
 - First, have the student rub the top half of the background color,
 - Then, change cotton balls and then rub the bottom half of the background color.
 - Next rub the inside of the tool.

- Last, rub the black area, it will smear everywhere! This step is crucial for success.

Once the oil is applied, you cannot color or write on the paper.

They will share one bottle of oil with 2-4 table-mates. Hand out spray bottle of baby oil. Monitor:

1. They may need more cotton balls
 2. **They may be having a wild and crazy time with the spray bottles!!**
- e. Periodically during the project, have students hold their work up so all can see.

3. Clean up - 5-7 minutes

- Have students return spray bottles, oil pastels, unused cotton balls and paper to the trays at the center of the table.
- As you collect trays of supplies have students wipe their desks and hands with wipes.
- Clean off trays and organize bin for the next teacher.

* Technicolor Heart was created at the Walla Walla Foundry, and is currently located on the campus of WSU, as part of a WA State Arts In Public Places Program. It's 12' high, and was installed in 2004. It has sparked a great deal of controversy on the campus, and has also been voted the Best Art on Campus. It's been put up for sale illegally on Ebay, spray-painted black and covered in a tarp that said "Return to Sender."