



# Seurat the Dot

**Anticipated Lesson Length in Minutes: 40**

**Arts Discipline**

- Dance     
 Music     
 Theatre     
 Visual Art

**Lesson Essential Question:**

*How can your color choices effect the mood or feeling of your art?*

**NGSSS:**

- *Visual Art: VA.K.C.1.1, VA.K.C.2.1, VA.K.S.1.1, VA.K.S.3.3, VA.K.O.1.1, VA.K.H.1.1, VA.K.H.1.3, VA.K.F.1.1*
- *Science: SC.K.N.1.5*

**Materials/Resources:**

- |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Printers Loupes</li> <li>• Newspapers (with color and blk/wh photos)</li> <li>• Technology to display/draw on</li> <li>• Pencil</li> </ul> | <ul style="list-style-type: none"> <li>• Heavy white paper</li> <li>• Markers (or paint and q-tips)</li> <li>• Examples of George Seurat's, <i>A Sunday Afternoon on the Island of La Grande</i> (full painting, close up showing 'dots') - Alternate Option: textbook with examples of Seurat</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Classroom Structures:**

- Individual Work     
 Small Cooperative Groups     
 Whole Group     
 Other \_\_\_\_\_

**Integration:**

- |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Dance<br><input type="checkbox"/> Language Arts/Literacy<br><input checked="" type="checkbox"/> Math (pattern, tools)<br><input type="checkbox"/> Music<br><input type="checkbox"/> Physical Education<br><input type="checkbox"/> Theatre | <input checked="" type="checkbox"/> Science (Recognize that learning can come from careful observation)<br><input checked="" type="checkbox"/> Social Studies (art history)<br><input checked="" type="checkbox"/> Technology (printers loupe)<br><input checked="" type="checkbox"/> Visual Art (elements of art)<br><input checked="" type="checkbox"/> Other (pointillism/color theory mixing) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Reading Components:**

- Phonemic Awareness  
Phonics  
Reading Comprehension  
Reading Fluency  
Vocabulary Development

**Vocabulary:**

- Line      • Color/Value      • Sketch      • Pointillism

**ESE/ELL/504 Accommodations**

- |                                                        |                                                 |                                                          |                                                       |
|--------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------|
| <input checked="" type="checkbox"/> Cooperative Groups | <input type="checkbox"/> Computer-Assisted      | <input type="checkbox"/> Dialogue/Repetition/            | <input type="checkbox"/> Models/Manipulatives         |
| <input checked="" type="checkbox"/> Multi-Sensory      | <input type="checkbox"/> Memorization Directed  | <input checked="" type="checkbox"/> Preferential Seating | <input checked="" type="checkbox"/> Reading/Listening |
|                                                        | <input type="checkbox"/> Segmented Presentation | <input checked="" type="checkbox"/> Visual Aids          | <input type="checkbox"/> Word Banks/Wall              |

**Activating Strategy (10 min)**

1. Prior to arrival, divide class into small cooperative groups according to number of loupes/newspaper, materials and resources readily available.
2. Whole group: activate prior knowledge of elements of art, particularly *line* (starts with a dot)/*color/value*. Prior knowledge of printing helpful.
  - Excite the class by telling students that newspapers and magazines have a special way to make pictures that we see, they use DOTS! Explain: printers place down hundreds/thousands of tiny dots next to each other of just cyan (blue), magenta (red), yellow and black, and that it's our eyes that actually mix the colors, much like we do when we create secondary colors from primary colors.
  - Introduce the *loupe* and its special magnifying power to show us the magic of the 'dots'. Model correct usage
    - Allow a few minutes of independent/guided usage (students should be 'awed')
  - Introduce/display George Seurat's full *A Sunday Afternoon on the Island of La Grande*. Provide background knowledge (French painter, much like printers, he developed the scientific approach to painting called *Pointillism*, using tiny dots of color side by side for the eye to blend). Can also use textbooks.
    - Display a close up crop (close enough to see dots), ask students if it looks the same or different? How has the objects and colors changed?
  - Ask: How is looking at Seurat's picture far away and close up, like looking at the newspaper far away and close up?

**Teaching Process (25-27 min)**

1. Tell students we are going to create a piece of art using dots!
2. Brainstorm with students simple designs (butterfly, house, fish, flower, etc)
3. Have students *sketch* (lightly draw) their design. Once complete allow students to begin, dotting in their color. Remind them we are not coloring (or painting) with smooth strokes, but tapping/dotting with our markers (or qtips).



4. Cleanup (3-5 min)

**Summarizing Strategy**

1. Turn and Talk: *Show your neighbor your picture close up and then farther away...did any colors blend? Does it look the same or different?*
2. Think Pair Share: *What emotions did you show by the color choices/color blending in your artwork?*

**Concept Assessment**

1. Oral responses during discussion/student reflection questions
2. Check for understanding of directions (thumbs up/down)
3. Observation during art production
4. Optional: rubric to formally assess (attached).

**Optional Extension**

- Have students draw more complex compositions (ie: landscape or seascape)
- Draw/color second version (without dots), compare and contrast
- Final artwork can be used as summative assessment; use of the elements of art into one composition piece.
- Have students write a reflection paper: What elements of art did they use? What are they trying to express in their artwork? How did careful observation of newspaper printing and pointillism help them learn?



Art - Kindergarten (5001010)

BPS Project Rubric Assessment

<b>Big Idea:</b>	<b>3 (Advanced)</b>	<b>2 (Moderate)</b>	<b>1 (Emerging)</b>	<b>Score</b>
<b>Critical Thinking</b>	<i>Clearly describes visual imagery and the art making process using accurate art vocabulary when sharing personal art</i>	<i>Limited description of visual imagery and the art making process using art vocabulary when sharing personal art</i>	<i>Minimal or no description of visual imagery and the art making process when sharing personal art</i>	
VA.K.C.1.1 Create and share personal works of art with others. VA.K.C.2.1 Describe personal choices made in the creation of artwork.				
<b>Skills, Techniques and Processes</b>	<i>Clear evidence of exploring and experimenting with art processes, tools and techniques to include personal ideas and experiences into art</i>	<i>Limited evidence of exploring and experimenting with art processes, tools and techniques to include personal ideas and experiences into art</i>	<i>Minimal or no evidence of exploring and experimenting with art processes, tools and techniques to include personal ideas and experiences into art</i>	
VA.K.S.1.1 Explore art processes and media to produce artworks. VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.				
<b>Organizational Structure</b>	<i>Clear use of structural elements of art and principles of design that express; personal experience and surroundings, thoughts and feelings, and/or imaginary ideas</i>	<i>Limited use of structural elements of art and principles of design that express; personal experience and surroundings, thoughts and feelings, and/or imaginary ideas</i>	<i>Minimal or no use of structural elements of art and principles of design that express; personal experience and surroundings, thoughts and feelings, and/or imaginary ideas</i>	
VA.K.O.1.1 Explore the placement of the structural elements of art in personal works of art. VA.K.O.2.1 Generate ideas and images for artworks based on memory, imagination, and experiences.				
<b>Historical and Global Connections</b>	<i>Clearly expresses ideas related to non-art content areas in personal art</i>	<i>Limited expression of ideas related to non-art content areas in personal art</i>	<i>Minimal or no expression of ideas related to non-art content areas in personal art</i>	
VA.K.H.3.1 Express ideas related to non-art content areas through personal artworks.				
<b>Innovation, Technology and the Future</b>	<i>Clear experimentation with art media; follows directions</i>	<i>Limited experimentation with art media; attempts to follow directions</i>	<i>Minimal or no experimentation with art media</i>	
VA.K.F.1.2 Experiment with art media for personal satisfaction and perceptual awareness.				

Total Score \_\_\_\_/15