

Pointillism Project

4th grade

4 (45 minute) classes required

Project Description: Students will be learning about artists like George Seurat and his use of pointillism to create depth and shadow. Students will be drawing a still life and then using the pointillist technique to create a three dimensional quality.

Project Rationale: Students have already studied the method of creating light and shadow by blending charcoal/pastels on paper. However, with this lesson, students will be exploring a new and unique way of creating the same effect as before but with a different method. This lesson will also incorporate art history which will help students understand why they are experimenting with this technique.

Objectives:

- A. Students will be able to identify the work of George Seurat as well as the pointillist technique.
- B. Students will create a still life drawing using the pointillist technique.
- C. Students will understand how the pointillist technique creates light, shadow and depth.

Materials:

Visual Examples of George Seurat's paintings including *Sunday Afternoon on the Island of La Grand Jatte*, *Gray Weather*, *La Grand Jatte*, and *Sunday at Port-En-Bessin*.

Paper

Conte Crayon, Markers, Paint, Pencils (ranging from 2H to 2B)

Erasers

Vases, bottles, fruit etc for various still life set-ups

Spot lights

Motivation: Students will be shown only the corner of one of Seurat's paintings. When viewed this way, the painting appears to be only a bunch of dots on paper. Slowly they will be shown more sections of the painting until finally the big picture appears: a bunch of dots making up a complex painting.

Procedure: Still-life's will be set up on the center of each group of the student tables. Students will be shown the Seurat paintings and asked to define the word pointillism on a sheet of paper. A background on the life of Seurat and the origin of the term pointillism will be given as well. Students will be shown work of previous students or teacher generated examples. Students, who have assigned seats will be drawing the still-life at the center of their table. The only other material that needs to be passed out prior to student arrival is paper. After the history portion of the lesson, students will be given a choice of medium: paint, markers, pencils or conte crayon.

This lesson will take at least 3 time periods (at an average of 45 minutes each). Students will begin the sketch of their still life-during this class session. During

the second session, students will finish the sketch and begin work on adding value using the pointillist technique they learned in the previous class. If needed, a third session will be provided for finishing touches as well as the assessment for this lesson. Closure of this lesson will include a classroom critique in which all students will be required to participate.

Assessment:

Pre-Assessment will be the written answers provided by the students concerning the definition of the word Pointillism.

Post-Assessment will include participation in a classroom critique as well as the attached rubric.

Student Assessment: Following the critique students will be asked to write a self-evaluation down on a sheet of paper. Students will answer the following questions:

- D. What did you like most about this project?
- E. What did you like least about this project?
- F. If we were to do this project again, what would you do differently?
- G. What area do you think you need to improve the most in?
- H. What area do you think you HAVE improved the most in?

Criteria	4	3	2	1
Craftsmanship and quality of work	Excellent craftsmanship and quality. Work exceeds	Great craftsmanship and quality. Work meets	Good craftsmanship and quality of work. Work	Poor craftsmanship and poor quality of work

	expectations.	expectations.	does not meet all expectations	
Effort and completion level.	Major effort was visible in this project. Student exceeded all expectations.	Some effort was visible in this project. Student meets expectations	Very little effort visible in this project. Student did not meet expectations.	No effort visible in the completion of this project.
Participation in classroom critique	Excellent verbal participation in the classroom critique. Student was helpful, polite and articulate when speaking about other student's art work.	Great participation in classroom critique. Student was helpful when speaking about other student's art work	Average participation in classroom critique. Student was not articulate when speaking of other student's art work.	No participation in classroom critique.