

## **Week 4 ArtsConnect Color Explosion**

### **Lessons by Lauryn Shrout**

#### **Thematic Summary**

Explore the properties of brilliant paints and light in a week filled with color, Science and Art! Students will do paint pouring, game making, tie dye, zentangles, balloon painting, and create their very own lava lamp. Experiment with paint using splattering, bubbling, pouring, and color matching. Students will have fun with color as they learn about abstract expressionism and artists who have mastered this style. They will learn about different art making techniques and experiment with materials as they dive deeper into color and color theory.

#### **Essential Questions:**

- How do art and science relate?
- What are some non-traditional ways to make art?
- How do artists use color to depict meaning in their work?

#### **National Standards**

- Generate and conceptualize artistic ideas and work (National Anchor Standard 1, Creating).
- Develop and refine artistic techniques and work for presentation (National Anchor Standard 5, Performing).
- Interpret intent and meaning in artistic work (National Anchor Standard 8, Responding).
- Synthesize and relate knowledge and personal experiences to make art (National Anchor Standard 10, Connecting).

# Create Your Own Lava Lamp

## Lesson by Lauryn Shrout

### Lesson Summary

Students will combine science and art to create their own lava lamp!

### Specific Objectives

#### Students will:

- Learn about the science behind lava lamps
- Experiment with different substances
- Play with color
- Learn how to measure ingredients

### Materials

Baking soda, vinegar, vegetable oil, food coloring, a jar or container for lava lamp, small extra containers for mixing ingredients, popsicle sticks for stirring, a  $\frac{1}{4}$  measuring cups, 1tsp measuring spoons.

### Instructional Aides

How Lava Lamps are made

<https://www.youtube.com/watch?v=GscOlrvNwI>

Lava lamp relaxation - relax music orange lava lamp

<https://www.youtube.com/watch?v=EQo2nE85gcc>

DIY Lava Lamp - (no alka seltzer tablets)

[https://www.youtube.com/watch?v=nqSUy5PyY\\_k](https://www.youtube.com/watch?v=nqSUy5PyY_k)

How Lava Lamps Work

<https://www.youtube.com/watch?v=U1B7erHd6Ko>

### Vocabulary

Lava Lamp, density, substance, immiscibility

### Pre Class Prep

- Bring in any extra containers or jars you have
- Encourage students to do the same
- Prepare each table with the right measuring cups, tools, and containers
- Have supplies and instructional aid videos ready

### Motivation

- Have the lava lamp relaxation video playing on the screen when students enter.
- Talk about how science and art can work together. Like a lava lamp

- Ask students if they have ever had a lava lamp, if they know how a lava lamp works, and if they have ever made a lava lamp before.

### **Art Activity steps**

- Put one cup of vegetable oil in your container
- Add ¼ cup of vinegar to your container
- Now add the food coloring of your choice (around 2-3 drops)
- In a separate container add 1tsp of baking soda to 1tsp of water and stir
- Add this mixture to the container that all of your other ingredients are in
- Watch your lava lamp come to life!

### **Clean up**

- Have students clean their individual work area by wiping off any materials that might be on their table.
- Designate students to collect certain supplies until everything is returned to its proper location.
- Students may take turns washing their hands.

### **Critique**

- Give students time to play with their lava lamps and look at their classmates lava lamps.
- Ask students what they learned during this project.
- Ask students to talk about what their favorite part of this project was.

### **Sources**

Insider. (2020, Jan, 24). *How Lava Lamps Are Made: The Making of*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=Gc-cOlrvNwI>

Priscilla Wood. (2017, Sept, 28). *Lava Lamp Relaxation - Relax Music Orange Lava Lamp- Music for Meditation- Calming Water Sounds*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=EQo2nE85gcc>

Lyla Kids Show. (2020, April, 13). *DIY Lava Lamp - (no alka seltzer tablets)*. Youtube. Retrieved March 1, 2021. From [https://www.youtube.com/watch?v=nqSUy5PyY\\_k](https://www.youtube.com/watch?v=nqSUy5PyY_k)

National Geographic Kids. (2018, Nov, 12). *How Lava Lamps Work: How Things Work with Kamri Noel*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=U1B7erHd6Ko>

# Paint Pouring

## Lesson by Lauryn Shrout

### Lesson Summary

Students will get a little messy and let the paint take over in this paint pouring lesson!

### Specific Objectives

#### Students will:

- Learn about color mixing and color schemes
- Learn about abstract art and artists.

### Materials

Acrylic paint, elmer's liquid glue, thin canvas board, cups and small containers, paint brush.

### Instructional Aides

Incredibly Satisfying Under the Sea - Acrylic Pouring Straight Pour

[https://www.youtube.com/watch?v=PU\\_1d-jrv\\_I](https://www.youtube.com/watch?v=PU_1d-jrv_I)

What is abstract expressionism?

<https://www.youtube.com/watch?v=oG9jQBj1eqE>

### Vocabulary

Abstract, warm colors, cool colors, complimentary colors, primary colors.

### Pre Class Prep

- Have 3 - 4 small cups for each student and also one large (red solo cup) for each student.
- Pre make some small cups of colors to distribute faster.
- Pre make a small cup of white paint for each student.
- Have paint brushes at each table.
- Have a small canvas for each student at their table.
- Have paints ready to be distributed.
- Have trays, newspaper, or tarp on the table to help with the mess of all of the paint.
- Have instructional aide videos ready.

### Motivation

- Talk about abstract art. Who are some artists that made abstract art? Kandinsky. Pollock, Frankenthaler.
- Watch instructional aide video "what is abstract expressionism"
- What makes art abstract?
- Introduce the paint pouring lesson by showing them instructional aide video.
- Talk about colors that were used.
- Even though it is abstract, was there a color scheme? Warm vs cool colors? Color mixing?

## Art Activity Steps

- To begin, make sure students have their name on the back of the canvas since the front will be covered in wet paint by the end of the project.
- Students will choose 3 - 4 colors they want in their paint pouring piece.
- You will go around and pour into their small cups the colors they requested, or pass out the pre-made small cups of paint you had made before class.
- Once students have all of their colors it's not yet time to pour.
- In the big cup (red solo cup) that each student has they will begin layering their paint colors.
- Talk about how some colors layered next to each other can mix together so think about what color that could make.
- Once they have layered all of their paint in the big cup they can move to the next step.
- Have students pour their cup of white paint on the canvas and spread it around with a paint brush.
- This thick layer of white paint will help the other paint move faster across the canvas.
- Once the layer of white paint is on the canvas and they have layered all of their paint colors in the cup they are ready to pour.
- Have students begin pouring in the center of their canvas and pick the canvas up and tilt it around to move the paint.

## Clean up

- Have a large area that has newspaper down on it so students may bring their work there when they are finished.
- Students may wash their hands as they finish.
- Have an area where students may place their paint covered trays or if you used newspaper to protect the table have students throw away the newspaper.
- If there is any paint on the table or floor have students wipe off the paint in their area.

## Critique

- Give students time to look at each others paint pouring works in the drying area.
- Ask students what they learned during this project.
- Ask students to talk about what their favorite part of this project was.

## Sources

Dirty Artist - Acrylic Pouring. (2019, Nov, 17) *Incredibly Satisfying Under the Sea - Acrylic Pouring Straight Pour*. Youtube. Retrieved March 1, 2021. From [https://www.youtube.com/watch?v=PU\\_1d-jrv\\_I](https://www.youtube.com/watch?v=PU_1d-jrv_I)

Ted -Ed. (2016, April, 28) *What is Abstract Expressionism?* Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=oG9jQBj1eqE>

# Color Crazy Uno

## Lesson By Lauryn Shrout

### Lesson summary

Students will bring new life to the game they know and love. Color crazy uno is just like regular uno but with new colors. By making new colors for the classic uno card students will get to talk about color mixing and color matching as they all attempt to create the same color cards.

### Specific Objectives

#### Students will:

- Learn about colors, color mixing, and hues.
- Create and play a card game.
- Attempt to color match

### Materials

Acrylic paint, deck of uno cards, paint brushes, pencils.

### Instructional Aides

Color course part 6: Tint, Tone, Shade

[https://www.youtube.com/watch?v=dSf\\_C40il6o](https://www.youtube.com/watch?v=dSf_C40il6o)

### Vocabulary

Primary colors, tertiary colors, secondary colors, tint, tone, shade, sharpies.

### Pre class prep

- Have a deck of uno cards ready for the class.
- Know that in each uno deck there are 108 cards, of which there are 76 Number cards, 24 Action cards and 8 Wild cards. UNO cards have four color "suits", which are red, yellow, blue and green.
- Figure out how many cards each student will get to recreate.
- Have a big piece of white paper on the board where you will paint the original color of the card and then below it put the new color that the class will choose together.

### Motivation

- Have students play a quick game of uno
- Talk about the colors on the uno cards
- Would it be cool if uno had new colors?
- Talk about some colors they wish uno had instead of the basic red, yellow, blue, green.
- Tell them we will be giving these uno cards a makeover with some new colors.
- Discuss color mixing, tint, tone, and shade.

### **Art Activity Steps**

- As a class talk about what we want the new colors to be.
- On the big piece of white paper on the board where the original color is painted draw an arrow to the new color that you chose.
- Talk about each of the new colors and how you can get to that exact color. Do you need to mix in white to make it a lighter tint? or black to make it a lighter shade? What colors make that new color, etc?
- Once the four new colors are picked you may hand out cards.
- Whatever cards they get are the cards they will be painting and making new. (ie, if a student got 2 red cards and 1 blue card they would repaint it using the new colors chosen for red and blue, but keep whatever number or symbol was on it).
- Students can begin painting their cards and helping each other color match. If problems arise be sure to problem solve together (color mixing can be hard).
- Once the cards are dry students can use black sharpies to clean up any of the lines on the numbers and symbols on the cards.
- Students can now play their new color card uno together!

### **Critique**

- Ask students to discuss some of the difficulties they had color mixing and trying to match the colors on the board we chose as a class.
- Ask students to talk about what they learned from this project.
- Ask students what they enjoyed most about it.

### **Clean up**

- Students should take turns washing their hands.
- Have students clean their individual work area by wiping off any paint that might be on their table.
- Designate students to collect certain supplies until everything is returned to its proper location.

### **Sources**

vonnart. (2020, Jan, 29) *Color Course Part 6 Tone, Tint, Shade*. Youtube. Retrieved March 1, 2021. From [https://www.youtube.com/watch?v=dSf\\_C40il6o](https://www.youtube.com/watch?v=dSf_C40il6o)

# Tie Dye Shirts

## Lesson by Lauryn Shrout

### Lesson summary

Students will learn a little about the history of dying fabric, pattern, and color as they dye shirts using tie-dyeing techniques.

### Specific objectives

#### Students will:

- Learn about the history of dying fabric.
- Make their own shirt.
- Learn about different tie dye techniques.

### Materials

100% cotton t-shirt, soda ash, rubber bands, fabric reactive dye, ziplock bag, sharpie marker, gloves.

### Instructional Aides

How to Make a Rainbow Spiral Tie Dye Shirt

<https://www.youtube.com/watch?v=iy0zrF80SgE>

How to Do an Accordion Tie-Dye Shirt: Tie Dye Techniques

<https://www.youtube.com/watch?v=FaHcf3xiF8M>

The Art of Japanese tie dying

<https://www.youtube.com/watch?v=vYVgv4vK4BI>

### Vocabulary

Tie Dye, technique, complimentary colors, pattern, repetition.

### Motivation

- Ask the class if anyone has ever tie dyed before.
- Review color theories and talk about what color choices would look good together on their shirts.
- Discuss pattern, talk about random pattern vs repetition.

### Pre class prep

- Prepare buckets of warm water and soda ash. 1 cup of soda ash per gallon of water. (wear gloves)
- Prepare the dye in bottles with the color labeled on them.
- Place a few colors of dye at each table.
- Have tables covered in plastic tarp to protect them for the dye or have an area outside ready for students to tie dye.

- Prepare an area where students can place their dye soaked shirts (maybe an area with a rack and something under it to catch the dye)

### **Art Activity Steps**

- Students first need to write their name on the tag of their shirt.
- Before students can begin tying the shirt, it needs to be damp. Students will place their shirt in the water/soda ash mixture buckets for 5-15 minutes.
- During this time waiting you can go over different tying techniques. Spiral, V shape accordion, etc..
- Once the time is up they can retrieve their shirts and ring them out.
- Hand out rubber bands and gloves and have students begin tying their shirts.
- Once their shirt is tied in the way they like they can begin dyeing their shirts.
- Once they have finished applying dye to their shirts they can place them in the designated area for the shirts to dry (maybe an area with a rack and something under it to catch the dye).
- Once the shirt seems to be done dripping dye students can place it in a ziplock bag. Ask students to put their name on the bag.
- Let the shirt sit for at least 24 hours.
- Once shirts are removed from the bag, tell students when they take it home that they need to rinse it first before they can put it in the washer.

### **Critique**

- Ask students to talk about what they learned from this project.
- Ask students what they enjoyed most about it.

### **Clean up**

- Students should take turns washing their hands.
- Have students clean their individual work area by wiping off any dye that might be on their table.
- Designate students to collect certain supplies until everything is returned to its proper location.

### **Sources**

tie2dye4. (2015, July, 5). *How to Make a Rainbow Spiral Tie Dye Shirt*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=iy0zrF80SgE>

eHowArtsAndCrafts. (2014, April, 27). *How to Do an Accordion Tie-Dye Shirt: Tie Dye Techniques*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=FaHcf3xiF8M>

CBS Sunday Morning. (2019, Aug, 4). *The art of Japanese tie dying*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=vYVgv4vK4BI>

# Colorful Zentangles

## Lesson by Lauryn Shrout

### Lesson Summary

This lesson introduces students to the meditative drawing process of Zentangles. Students will use black Sharpie markers to build off of a single defining line or string. The string will become hidden in an organized tangle of shapes chosen by the student. Students will then use oil pastels to add color to their zentangles.

### Specific Objectives

#### Students will:

- Learn about the unique drawing process of Zentangles.
- Understand that art can be a meditative process and artists often pause to reflect on their work.
- Learn how to turn a mistake into a happy accident.

### Materials

Colored pencils, white paper 6x6, pencil, thin sharpie markers.

### Instructional aides

Print off some Zentangle pattern sheets for each table to aid in their drawing if they run out of ideas on what to draw.

How to Create a Zentangle

<https://www.youtube.com/watch?v=WyBeN9RCh7k>

Healing Meditation Music.

<https://www.youtube.com/watch?v=eKeHsq9aaZs>

### Vocabulary

Zen, tangle, zentangle, string, air drawing.

### Motivation

- Have students enter the classroom with zen music playing and calm lighting.
- Ask students what they do to relax. Do you draw? Watch a movie? Read a book?
- Ask if they know what the word zen means.
- Talk about a zentangle and what it is.
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### Pre class prep

- Have paper cut for students to have a 6x6 square piece.
- Print off zentangle pattern sheets.

### **Art Activity Steps**

- With pencil, create a frame around your piece of paper.
- With pencil, break up your frame using 3-4 lines
- With pencil, create a different pattern in each section you have created, encourage students to add as much detail as possible.
- Once students have filled their paper they may go over their pencil with a thin sharpie marker.
- Make sure students erase their pencil lines after they do this.
- When students have created their zentangle they can use colored pencil to color in any white space, encouraging use of several colors.

### **Critique**

- Ask the student what their favorite part of their Zentangle is as well as which part of the drawing was the most challenging for them.
- Let students discuss their zentangles. Was it relaxing to create?
- Ask students if they made any happy accidents.
- Talk about overall neatness and engaging compositions of their work.

### **Clean up**

- Designate students to collect certain supplies until everything is returned to its proper location.

### **Sources**

Zen Peaceful and Calm Music. (2021, Feb, 26). *Healing Meditation Music: Relieve Anxiety and Stress Music: Zen Music for Relaxation: Study Music*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=eKeHsq9aaZs>

Bethany Thiele, Art Teacher. (2018, Jan, 31). *How to Create a Zentangle*. Youtube. Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=WyBeN9RCh7k>

# Collaborative Balloon Painting

## Lesson by Lauryn Shrout

### Lesson Summary

Students will learn about artist Jackson Pollock and create a splatter paint work of art using balloons. Together students will pop paint filled balloons on a large white tarp creating a Jackson Pollock inspired work. Students will also learn a little about positive and negative space when they make cut out stencils of shapes or designs to place down on the tarp to leave an outline once the tarp is covered in splatter paint.

### Specific Objectives

#### Students will:

- Learn about artist Jackson Pollock.
- Work on a collaborative piece of art.
- Explore different art making techniques.
- Students will learn about positive and negative space.

### Materials

Tempera paint, clear balloons, squeeze bottle, balloon pump, wooden rods, duct tape, large binder clips, thumbtacks, big white tarp.

### Instructional aides

DIY: Painting with Balloons

<https://www.youtube.com/watch?v=OMQe1sTYH3E>

Comparing Positive and Negative Space

<https://www.youtube.com/watch?v=GLGwbVonfA4>

### Vocabulary

Abstract expressionism, collaboration, positive and negative space.

### Motivation

- Begin by discussing some unconventional ways of painting. Finger painting? Painting with objects? Painting with food?
- Talk about Jackson Pollock and how he painted.
- Discuss abstract Expressionism
- Talk about how we will be making some Jackson Pollock inspired art using balloons.
- Give a demonstration on how to fill the balloons with paint and air.

### Pre Class Prep

- Place balloons at each table and also squeeze bottles with paint already in them at each table.
- Have big white tarp ready outside.

- Create a few wooden rods with a thumbtack connected to the end for students to pop their balloons with.

### **Art Activity Steps**

- Have students begin filling their balloons with paint. The air pumps can be passed around the classroom and when it gets to them they can begin putting air in their paint filled balloons.
- While they wait for the air pump to get to them they can cut out shapes or designs for stencils that they can put on the tarp to create an outline once the paint splatters over it and the stencil is removed.
- Have students grab some wooden rods and binder clips for their balloons to attach to. They can take turns using these so every student doesn't need their own.
- Once all of the students have their balloons ready they can bring them outside to the tarp.
- If students made any kind of stencils they can place them on the tarp and decide where they want them to go.
- Set up a buddy system so they have someone to hold the balloons on the stick and someone to pop the balloons, again they can take turns doing each role.
- Once all the balloons are popped they may remove the stencils which should reveal the shape of the design they had created.

### **Clean up**

- Before we go back inside make sure all of the popped balloons are picked up. You can bring a trash bag outside to make this easier.
- Also pick up any of the stencils and bring them inside to put on a drying rack if students want to keep the splatter painted stencil.
- Students can take turns washing their hands when we get inside.
- Students will check their tables and wipe down any paint that might have gotten on it.

### **Critique**

- Ask students to talk about what they learned from this project.
- Ask students what they enjoyed most about it.
- Discuss what kind of space was created when they removed the stencil from the tarp after paint was added. What was the positive space? What was the negative space?

### **Sources**

NPT Arts Connection.(2014, May, 2).*Comparing Positive and Negative Space*. Youtube.  
Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=GLGwbVonfA4>

Get Crafty Crafty.(2015, Nov, 28).*DIY Painting with Balloons*. Youtube.  
Retrieved March 1, 2021. From <https://www.youtube.com/watch?v=OMQe1sTYH3E>