**Week of 9/17/2018**

**Visual Art**

**Title**  Expressive Distortion, ***cont….***

**Overview** Students view James Michalopous’ expressive distortion paintings and share opinions about his subject matter, colors, and painting style.

**Standard** Critical Analysis

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| **Arts Benchmark** | |
| Express and explain opinions about visual works of others using basic art vocabulary. | VA-CA-E4 |

**Foundation Skills** Communication, Linking and Generating Knowledge

**Student Understandings**

Students use art vocabulary to communicate opinions of visual compositions created by noted artists and classmates.

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| **Grade-Level Expectations (GLEs)** | |
| Grade 1 | English language arts |
| 51. | Give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA‑4‑E4) |

**Interdisciplinary Connections**

After the students have sketched the ATC image, they use the language of Art to analyze the artwork and express an opinion about the work of art.

**Vocabulary**

Impressionism, Expressionism, line, color, shape, pattern, sketch

**Materials and Equipment**

Pencils,

ATC cards

Watercolor pencils,

oil pastels,

acrylic/tempera paints

brushes

water cups

paper towels

**Prior Knowledge**

Students know basic art vocabulary such as line, color, shape, and pattern.

**Lesson**

Students view paintings by James Michalopous.

After viewing, students respond to the following questions.

What do you see in this painting?

What lines did Michalopous use in this painting?

Can you see brush strokes made with paint?

Was his paint thick or thin? How can you tell?

What colors do you see?

Why did he use these colors?

Students lightly sketch the basic picture. A ***sketch***is a simple drawing without much detail. Emphasize sketching “lightly.” This will help keep the lines from showing once color is added.

**Assessments:**

**Formative**

Students express their opinions of the artwork with an explanation.

Students explore art by viewing works of Michalopous.

Students use art vocabulary to critique the art and explain what they view.

Students create their own work by illustrating what they see.

**Resources**

Digital images and/or information related to the lesson may be accessed using the following sources:

[www.michalopoulos.com/paintings2/](http://www.michalopoulos.com/paintings2/)

<https://www.nola.com/arts/index.ssf/2017/03/michalopoulos_jazz_fest_ogden.html>