

BARBARA ROGERS INSPIRED WEATHER PAINTING (40-50 min)

<p>TOPIC/CONCEPT/THEME: Abstract art, weather interpretation, alternative processes</p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA.Cr.3, VA.Re.7, VA.Co.10</p>	<p>WYOMING FPA STANDARDS: FPA4.1.A.1, FPA 4.1.A.2, FPA 4.1.A.5, FPA 4.2.A.1, FPA 4.2.A.3</p>
<p>LEARNING OBJECTIVES: Students will be able to:</p> <ul style="list-style-type: none"> -Describe and identify abstract art -View and discuss how artists depict weather (Barbara Rogers, Katsushika Hokusai) -Identify different weather conditions and how an artist can interpret or be inspired by them -Demonstrate appropriate use of alternative material/techniques to complete a unique painting 	<p>VOCABULARY: Abstract Art: art that does not represent images of our everyday world. It has color, lines, and shapes (form), but they are not intended to represent objects or living things Weather: Weather is the state of the atmosphere, describing for example the degree to which it is hot or cold, wet or dry, calm or stormy, clear or cloudy.</p>	<p>CLASSROOM PREP:</p> <ul style="list-style-type: none"> -Appendix 1: print one per student -Prep tables with white paper, small brushes, water cups, paper towels, pipettes, glue sticks, and pencils. -Prep palettes with liquid watercolors. -Prep all tins with a small layer of shaving cream BEFORE class starts. Set-up document camera, and projector for demo.
	<p>MATERIALS:</p> <ul style="list-style-type: none"> Tin pans Shaving cream Liquid watercolors Palettes Pipettes Small brushes Water cups Paper towels 8x10 white paper Variety of colored paper 9x12 Glue sticks Appendix 1: print one per student 	<p>MOTIVATION: Use Appendix 1 (below) for discussion:</p> <ul style="list-style-type: none"> *(Hokusai) How would you describe the weather in this picture? *How can you tell that this is a windy day? (What did the artist do to show us that the wind is blowing?) (people holding on to their hats and bending their bodies, paper flying, grass, etc.) *(Rogers) Next work is also inspired by the weather. Have students use their fingers to follow the lines (in the air) in Roger's painting. How does it make you feel? What does it make you think of? (What kind of weather?) <p>This painting is inspired by feelings and memories of Casper and of course, the "wind!"</p> <ul style="list-style-type: none"> *Do the things in Barbara's work look like objects in real life? Why or why not? Barbara Rogers is an abstract artist. Define and discuss abstract art. -Abstract art is often inspired by real things such as this one (blueish wind-like painting) that could have been inspired by the wind or water. *When you think about a storm what kind of lines come to mind (use fingers in the air to make stormy lines, what about snow/wind/ calm, etc.) -Today we will be using the weather as inspiration to paint with shaving cream!

ASSESSMENT QUESTIONING:

How will you use lines to show the weather?

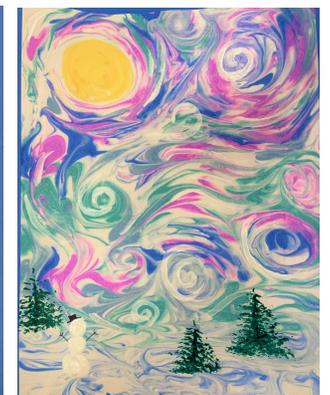
DIFFERENTIATION:

May need to assist younger students with the transfer.

RESOURCES:**PROCEDURES:**

Demonstrate for students the entire process before passing out shaving cream and watercolors:

1. Using your pipette drip colors around the top portion of your shaving cream, this will be our sky area, saving room for the ground. Think about what time of weather you will be painting and which colors will best represent that weather!
2. Next, take your paintbrush, but instead of using the bristles, we will be using the other end! Use the round end of the brush to begin swirling your colors into motion. My painting is of a windy winter day, so my colors will wave and curl all around my paper to look like the wind! Be careful not to over swirl or stir your colors as you will lose the effect and colors will get muddy.
3. Now it's time to create your foreground. Choose colors and use a brush to move the paint around like before.
4. Once you are happy with the look of your shaving cream, and there are no large empty white areas, it's time to transfer our painting to paper! Carefully lay paper over the shaving cream painting and gently push it into the shaving cream.
5. Carefully pull the paper off and then use paper towels to wipe away the shaving cream. All that should remain is your beautiful painting!
6. If there is time left over students may use paints to add details.
7. Allow students to choose a colored paper to glue their work to as a frame.



Appendix 1:



Katsushika Hokusai, *Ejiri in Suruga Province (Sunshū Ejiri)*, ca. 1830–32



Barbara Rogers, *wnw 26 mph*