Objectives

- Students will experiment with color using wet pastels. (e.g. analogous colors, complementary colors).
- Students will write their name, draw something, and/or use a text feature in their artwork. (This could include writing standards listed below according to grade level).

State Core Standards

VISUAL ARTS-CREATE
K.V.CR.1,2. Engage in self-directed exploration with art materials. Build skills in various media and approaches to art making.
1.V.CR.2. Explore use of materials and tools to create works of art or design.
2.V.CR.1,2. Make art or design with various materials and tools to explore personal interests.
3.V.CR.1. Create personally satisfying artwork using a variety of artistic processes and materials.

LITERACY
STANDARD ONE:
Kindergarten: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion or preference about the topic or book (e.g., My favorite color is...).
1st Grade: Write opinion pieces in which they introduce the topic state an opinion, supply a reason for the opinion, and provide some sense of closure.
2nd Grade: Write opinion pieces in which they introduce the topic state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
3rd Grade: Write opinion pieces on topics supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.

STANDARD TWO:
Kindergarten: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1st Grade: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
2nd Grade: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3rd Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.

STANDARD SIX: PUBLISH
Kindergarten: With guidance and support from adults, explore a variety of tools to produce and publish writing, including in collaboration with peers.
1st Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2nd Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3rd Grade: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Materials
Heavyweight paper (i.e BFK, watercolor paper, Stonehenge, heavyweight drawing paper)
Spray bottle
Chalk Pastels
Sharpie Markers
Black Oil Pastels or Woodies
Hair dryer
Written text (poems, student written materials, etc)

Image from the Museum
Kurt W. Knudsen, One Serious One Frivolous, 2001

Images by Cynthia L. Clark
A Worn-Through Soul Hanging onto A Dream, 2014
Memory Care, 2015
When I Consider How My Light was Spent, 2014
The World is too Much With Us, 2012
Activity

1. Create the writing activity, grade level specific. For example, kindergarten students could write or draw a word about themselves, and include their name. First graders could write about an experience or book they read. The writing activity could correspond with any activity taking place in the classroom. The content area teacher is skilled at teaching writing activities appropriate for the grade level. The writing will be used in the art project.

2. Write/draw the student’s writing sample on a sheet of heavy weight paper. BFK paper, Stonehenge, or watercolor paper work best, but heavyweight drawing paper will also work. Use a Sharpie Marker.

3. EXPERIMENT ON PAPER. (This is before using the text). Spray a piece of watercolor paper with water and let the students experiment with wet pastels. You might want to limit their colors. Maybe let them try analogous colors (like red, orange, and yellow) to begin with, and then add a complementary color (for example opposite of red is green, opposite of orange is blue).

4. Prepare the text or drawing. Outline with Sharpie. Tape the final to desk or board. Spray the drawing/text with water. Let students color it using the wet pastels, but remind them to stop before they over color it. However, the PROCESS IS THE MOST IMPORTANT THING. If the wet pastels turn to brown, it was creating and experimenting that was the important thing.

HINT: Baby wipes work great to clean hands since fingers work great to spread or mix colors.

Assessment

1. Did the student use a text feature/drawing in their artwork? Assessment can also apply to the writing portion according the core standards taught.
2. Did the student experiment with color and wet pastel (media) to create their artwork?
3. Did the student DISPLAY their artwork for others to see? Can they talk about the process and their art as well as make comments about the artwork of others?

Variations

1. Use this process to illustrate anything studying in class. For example, it could be used to show the water cycle, adding vocabulary words (text) to the artwork.
2. Text could be added AFTER creating the artwork by cutting and pasting words onto the art, by writing with oil pastels or WOODY pencils after the colors dry.
3. The wet pastel could be sealed with encaustic wax.
4. The artwork could be photographed, combined together, and shown as a slide show to create a collaborative story or class montage.

Extensions

Allow students the option of using TEXT FEATURES and WET PASTELS throughout the year, now that they have experimented with the medium.
Kurt W. Knudsen, *One Serious One Frivolous*, 2001
Can you see text anywhere in this picture? Where is there some writing?
Can you see words in this artwork?
Can you recognize any of the letters?
Cynthia L. Clark, *When I Consider How My Light is Spent*, 2014 - courtesy of the artist

Look carefully at this piece, can you see where text or writing is carved into the wax?
What different types of texts do you see here?
Can you see some that is printed and some that is written?