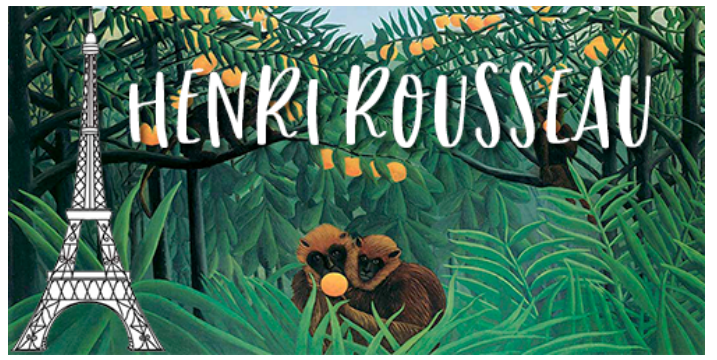


SPARKLERS

MEMBERS' CLUB



- FOURTH GRADE
- TWO, 50-MINUTE SESSION
- ELEMENTS OF ART (FORM/SHAPE/ LINE)

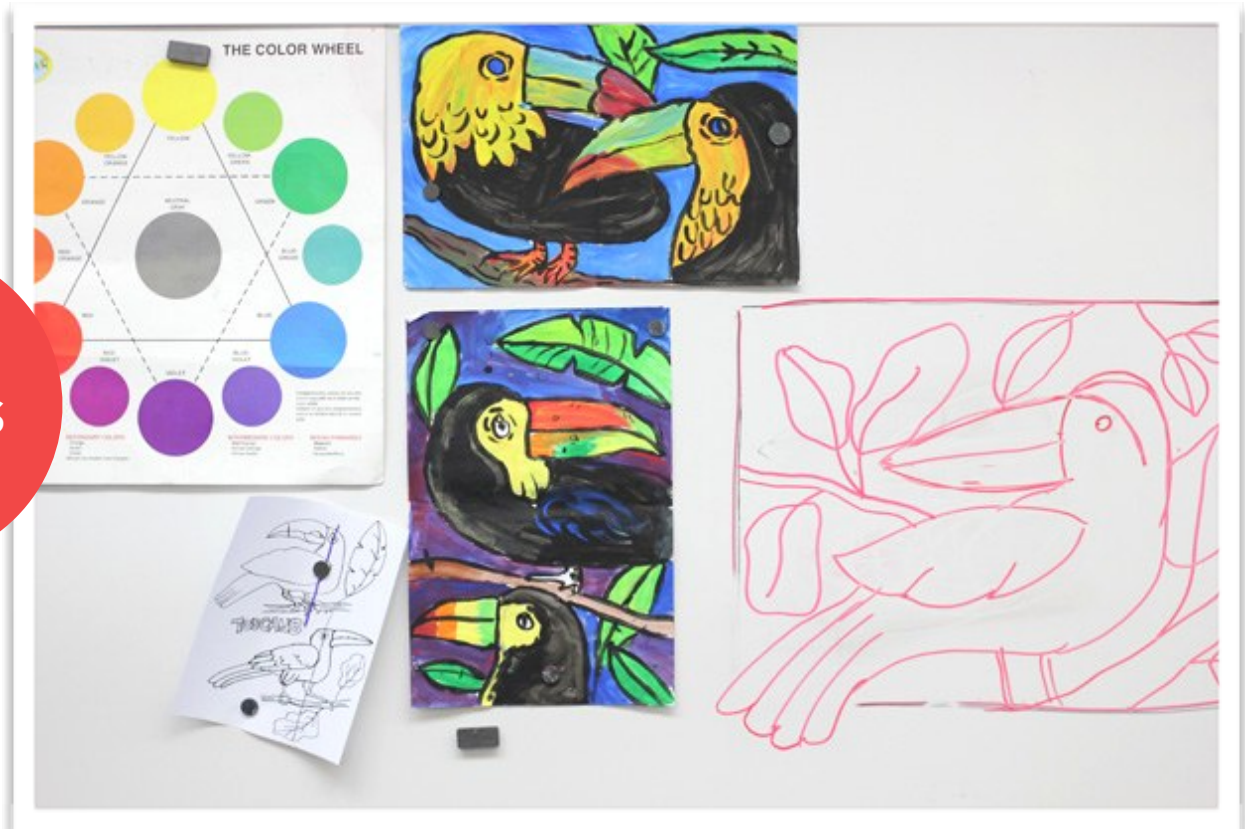
WATERCOLOR RESIST ART



Watercolor Toucan

WATERCOLOR TOUCAN

100
MINUTES



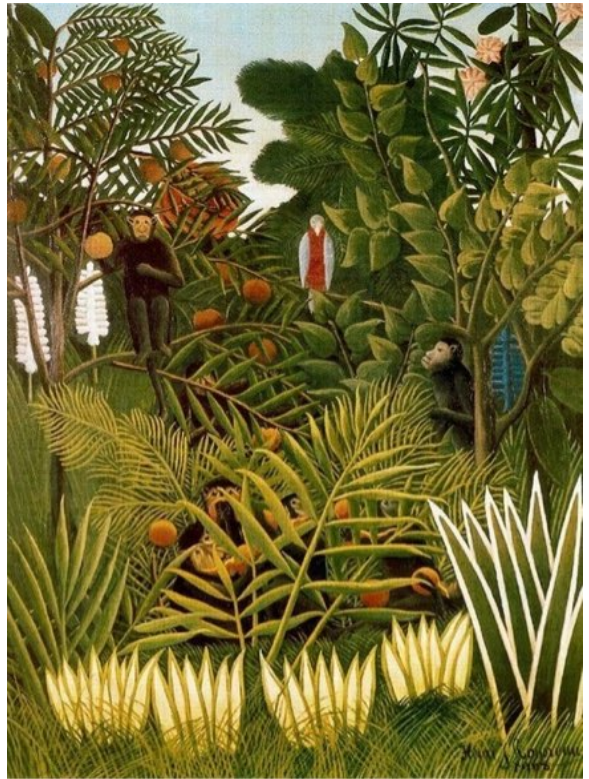
What You'll Need:

- 12" x 18" WHITE WATERCOLOR PAPER 90 LB
- TRAY OF WATERCOLOR PAINTS (I like the 16-color set)
- BLACK OIL PASTELS
- SMALL BRUSH
- MEDIUM SIZED BRUSH
- WATER CONTAINERS
- PAPER TOWELS

1. Show Visuals of TOUCANS and point out distinguishing features or watch the video and pause of the toucan Image. Sometimes it's better for a child to draw from a photo rather than an illustration. (10 minutes)
2. Give each student a piece of watercolor paper and an oil pastel. Watch video for drawing instructions and set drawing aids on each table. Draw a toucan plus any foliage. (40 minutes)
3. Show video of watercolor techniques then allow time for your students to paint with watercolors. Don't be surprised if it takes longer than you think! (50 minutes)
4. When finished, children can place artwork on drying rack or on a flat surface. The paper may buckle when dry but just place under a stack of books to flatten.

ABOUT *the artist*

ABOUT HENRI ROUSSEAU



Henri Rousseau worked as a toll booth operator in Paris and dreamt of becoming a famous painter. It wasn't until he was in his forties that he started painting. After work, he spent many hours creating his art and joined a group of artists who exhibited their work without the approval of the official Salon—which at the time, was the only way to be taken serious as a working artist.

Art critics laughed at Rousseau's self-taught style and said it was simple looking. But other artists encourage Rousseau who told him that his paintings were very good. Rousseau loved painting pictures of the jungle even though he had never been to one. He visited zoo's and botanical gardens in Paris and studied the animals and nature around him.

Rousseau's paintings often resembled illustrations in a storybook. He worked on his paintings very slowly, inch by inch. Towards the end of his life, a few people paid him to create paintings for them but his artwork was not recognized until after he died.

Now his artwork hangs in the world's best museums.

Exotic Landscape, 1908, oil on canvas

DRAWING THE TOUCAN



Instead of a directed line drawing shown in the video, you can opt to show the students the steps without pausing the videos. Or you can draw the toucan yourself from start to finish. This way, the kids see the entire process and with the help of the drawing aids and toucan visuals, they can draw their own toucan.

It's also helpful to show photographs of toucans as children can then interpret the bird on their own. I've included an image of a toucan in this PDF file.

Demonstrate the various ways you can draw foliage and have the students fill up the empty space with leaves and branches.

PAINTING THE TOUCAN



I find it helpful to isolate parts of the drawing when it comes to painting. Often children will pick a color, paint a section, move to another random space on the paper and paint more colors.

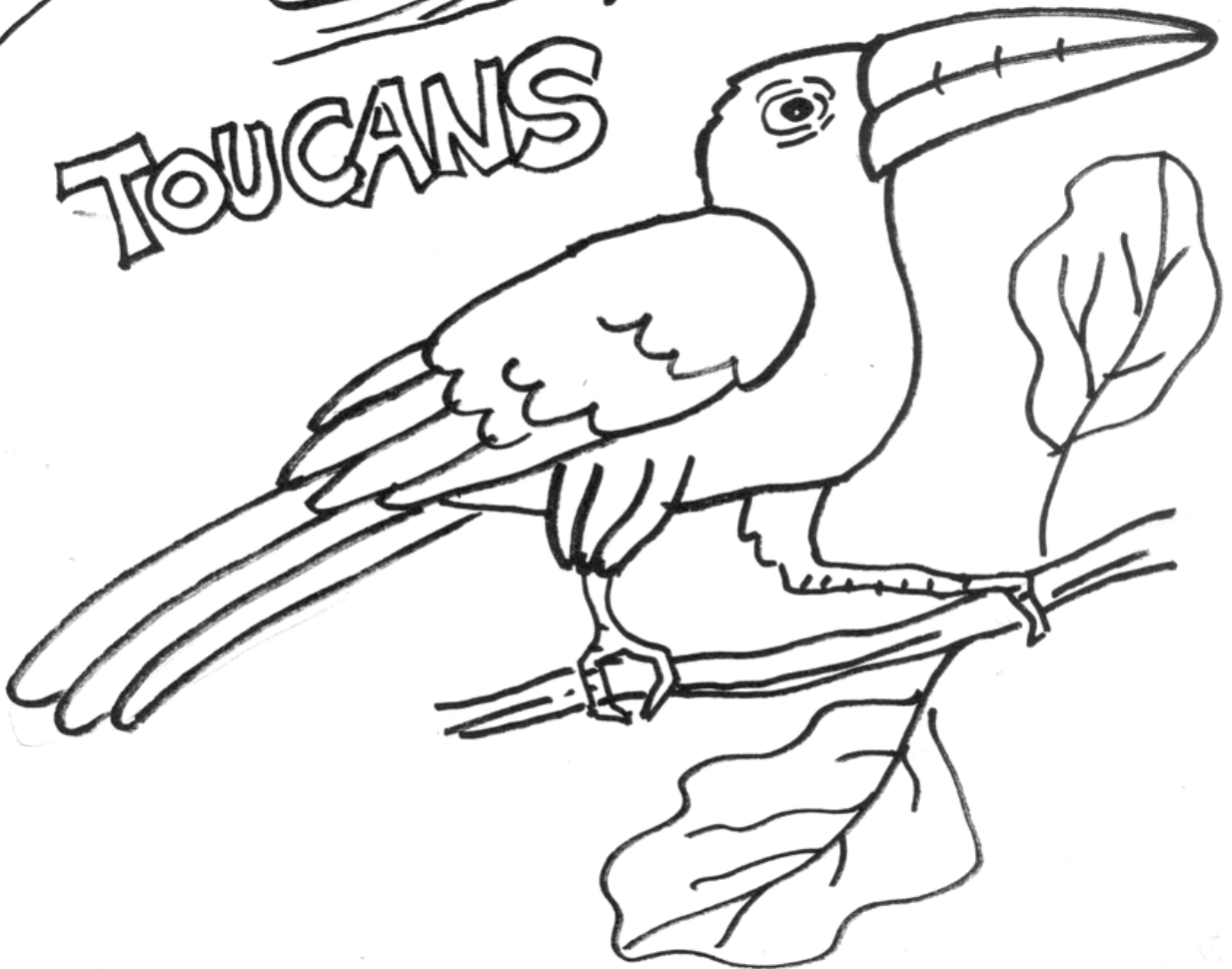
If you can slow them down so they can be more focused on a specific area, then they tend to do a better job with painting. Instead of using black paint straight from the pan, use the cover of the palette to mix water and black paint together for the bird. The grey will be much more forgiving than the strong black.

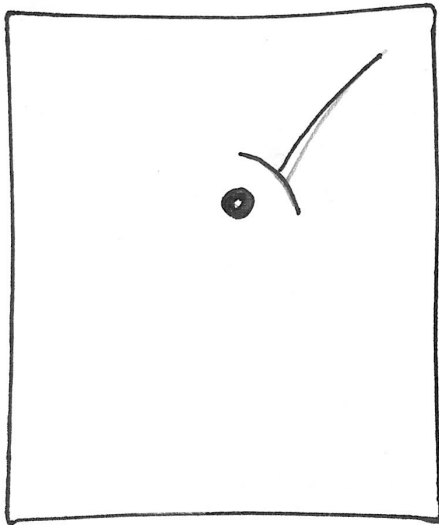




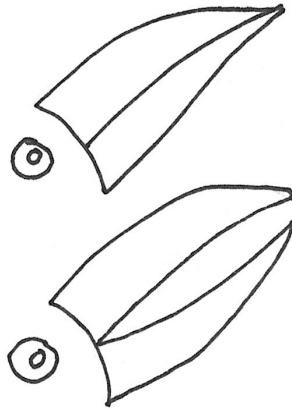


TOUCANS

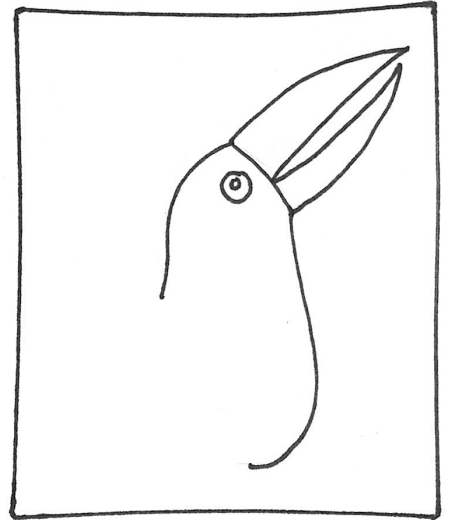




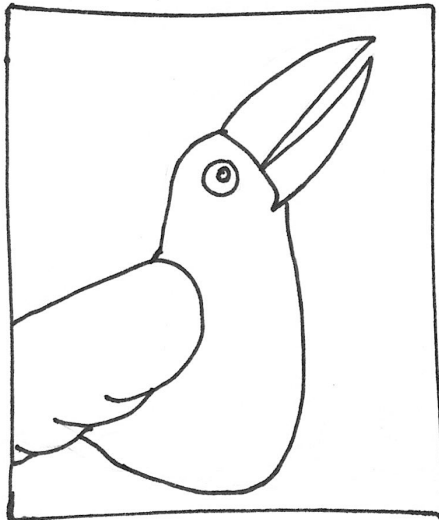
1. Draw a dot somewhere on your paper. Because I want my picture vertical, I'm centering the dot (eye) near the middle/top.



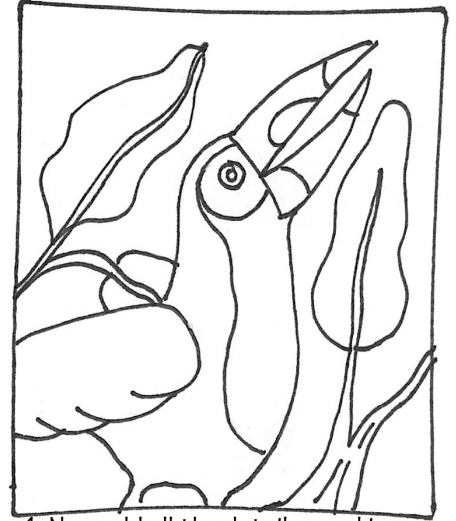
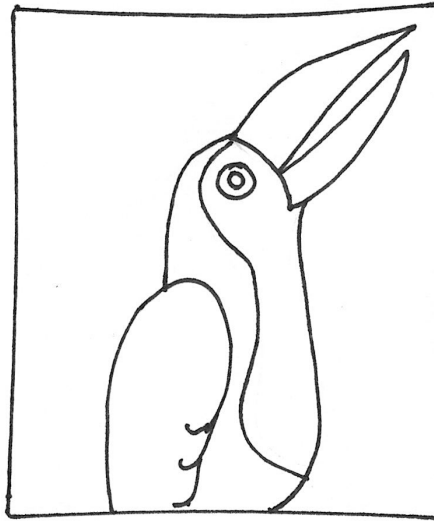
Mouth: Draw a vertical line in front of the eye. The eye is near the top of the line. Now, draw a line perpendicular to the vertical line.. This is the center of the beak. To make a closed beak, draw a curved line on top and one on the bottom.



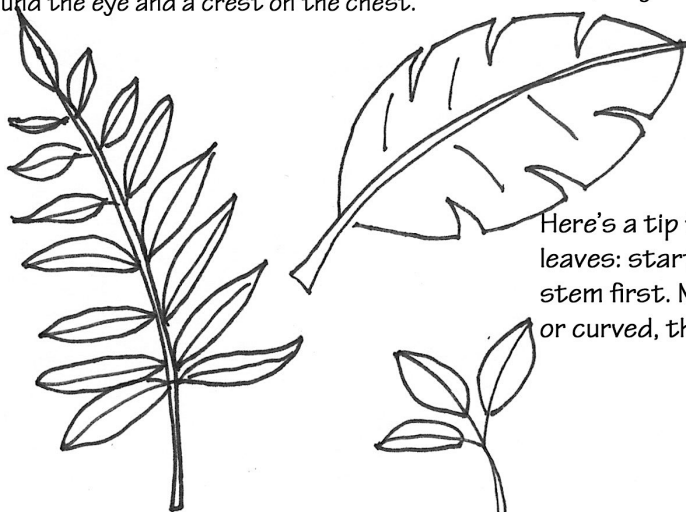
2. After deciding the type of beak (opened or closed), draw a line from the bottom of the beak downwards (like a letter "J") Draw a line for the head.



3. Draw a wing reaching out to the side or tucked into the body. Add a ring around the eye and a crest on the chest.



4. Now add all the details: markings on the beak, twigs or branches and tropical leaves.



Here's a tip for drawing leaves: start with the stem first. Make it straight or curved, then add the leaf.

HOW TO DRAW A TOUCAN





Fourth Grade Gallery

NATIONAL CORE ARTS STANDARDS-FOURTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — brainstorm approaches for design problem—set goals and create purposeful and meaningful artwork
- Organize and develop artistic ideas and work** — explore and invent art-making techniques-care for materials while art-making—document and describe environments
- Refine and complete artistic work**—revise artwork in progress through insights gained from peers and discussion

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— Analyze how past, present and emerging technologies have impacted preservation and presentations of artwork
- Develop and refine artistic work for presentation** — Analyze the various considerations for presenting and protecting work in all settings and forms
- Convey meaning through the presentation of artistic work** — compare and contrast purposes of art museums, etc. and the types of personal experiences they provide

RESPONDING

- Perceive and analyze artistic work-** compare responses to artwork after experiencing the medium analyze messages in visual imagery
- Interpret intent and meaning in artistic work** — interpret art by referring to contextual info and analyzing relevant subject matter, characteristics and media
- Apply criteria to evaluate artistic work**— apply one set of criteria to evaluate more than one work of art

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** create works of art that reflect community cultural traditions
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

I CAN STATEMENTS FOR TOUCANS

- Today I will learn about LINE and SPACE, so that I CAN draw a toucan. I'll know I have it when I have combined line and shapes to create a toucan.
- Today I will learn how to paint with WATERCOLORS. I will learn how to use RESIST and how to mingle paint colors.
- Today I will learn about CONTRAST, so that I CAN paint my design making sure the toucan stands out from the background.

COMMON CORE STANDARDS FOR TOUCANS

CCSS.ELA-Literacy.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

After students finish their art, you can have them fill out the artist statement worksheet (located in Resources). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.

CCSS.ELA-Literacy.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!

CCSS.Math.Content.4.G.A.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

As students draw their leaves, you can have a discussion about the stem representing a line of symmetry. Have them explain what symmetry means and whether or not their leaves fall into the category.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM: WATERCOLOR TOUCAN

STUDENT NAME: _____

Did the students follow directions when drawing their toucan?

Did the student use watercolor resist effectively?

Did the student achieve contrast?