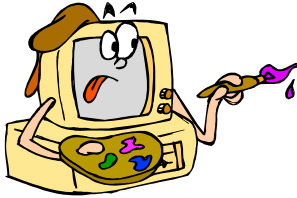


# USING THE COMPUTERS TO TEACH ART

By Kara Turner



These lessons are designed to help you teach art using the computers. The focus of the each lesson is a different artist and how you can recreate his works using various programs. You will need to adapt the lesson to make it appropriate for your age group as these can be used by grades 1-6.

## TABLE OF CONTENTS:

□ Art IRPs that can be covered.....	2
□ Computer objectives that can be covered.....	4
□ Lesson 1 – Monet.....	6
□ Lesson 2 – Van Gogh.....	7
□ Lesson 3 – Picasso.....	9
□ Lesson 4 – Klee.....	11
□ Lesson 5 – Ted Harrison.....	13
□ Lesson 6 – Escher.....	14
□ Tying it all together.....	17



# **THE FOLLOWING ARE ART IRP'S FOR VARIOUS GRADES WHICH CAN BE COVERED BY DOING THESE LESSONS:**

## **Grades K-1:**

### **It is expected that students will:**

- Make 2-D and 3-D images:
  - using a variety of design strategies, including elaboration and magnification
  - exploring a variety of media
  - to communicate experiences and moods
- demonstrate an awareness that images come from a variety of contexts
- demonstrate an awareness that particular images have personal value
- demonstrate an awareness that there are reasons for preferences in artworks
- demonstrate an awareness that people make and use art
- demonstrate respect for the work of self and others
- identify the elements of colour, shape, line, and texture, and the principle of pattern in images and in their environment
- demonstrate recognition of the expressive qualities of individual visual elements
- suggest reasons for the use of elements and principles in their work
- use a variety of materials, tools, equipment, and processes to make images
- demonstrate a willingness to explore a range of materials, tools, equipment, and processes
- demonstrate care of the materials, tools, and equipment they use

## **Grades 2-3:**

### **It is expected that students will:**

- identify differences between original artworks and reproductions
- make 2-D and 3-D images:
  - using a variety of design strategies, including multiplication
  - exploring a variety of media
- identify images from a variety of historical and cultural contexts
- demonstrate an awareness that particular images have value in the community
- suggest reasons for preferences in artworks
- demonstrate an awareness of a variety of reasons why people make and use art
- demonstrate respect for the work of self and others
- create images in response to images from a variety of cultural contexts
- identify the expressive qualities of individual visual elements suggest reasons for the use of elements and principles in their work
- create images using the elements and principles to produce a particular effect
- demonstrate an awareness that materials, tools, equipment, and processes can be used to create particular effects
- make images using a variety of materials, tools, equipment, and processes
- demonstrate a willingness to explore a range of materials, tools, equipment, and processes
- demonstrate appropriate set-up, use, clean-up, and storage procedures for the materials, tools, and equipment they use

## **Grade 4:**

### **It is expected that students will:**

- make 2-D and 3-D images:
  - using a variety of design strategies, including reproduction
  - using a variety of media
- identify distinctive styles of art from various cultures and historical periods

- give reasons for preferences in artworks
- create images in response to aspects of art from a variety of historical and cultural contexts
- distinguish elements (including form) and principles (including unity, contrast, and emphasis) in images and in natural and human-built environments
- describe a variety of works that emphasize particular visual elements
- give reasons for selection of elements and principles to use in their work
- create images:
  - using the elements and principles in various combinations
  - using the elements and principles to produce a variety of effects
- identify the characteristics of materials, tools, equipment, and processes used to create particular effects
- select appropriate materials, tools, equipment, and processes to create particular images
- demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes

## **Grade 5:**

### **It is expected that students will:**

- make 2-D and 3-D images:
  - using a variety of design strategies, including selection
  - in various styles
- identify aspects of selected images that indicate the social, historical, or cultural context in which they were created
- compare the distinctive styles of artists from various cultures and historical periods
- demonstrate an awareness of the significance of images in a variety of social, historical, and cultural contexts
- defend their preferences for selected works of art
- create images that reflect aspects of art from a variety of historical and cultural contexts
- differentiate between elements (including value and tone) and principles (including movement and balance) observed in images and in natural and human-built environments
- create images:
  - by applying the principles of art and design in various combinations
  - using the elements and principles to produce a variety of effects
- analyse the use of materials, tools, equipment, and processes in a variety of artworks
- select materials, tools, equipment, and processes to make images
- demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes
- identify design strategies used to develop particular images
- demonstrate knowledge of image-development and design strategies used by artists for a variety of purposes

## **Grade 6:**

### **It is expected that students will:**

- identify the historical and cultural contexts of a variety of images
- compare materials, processes, and tools used to make art in a variety of cultures
- demonstrate an awareness that images influence and are influenced by their social, historical, and cultural contexts
- analyse preferences for selected works of art
- create images that reflect art styles from a variety of social, historical, and cultural contexts
- identify images that emphasize particular elements (including space) and principles (including rhythm)
- analyse how the elements and principles are used to create effects and to convey mood
- analyse the use of elements and principles in their work
- create images:
  - using particular elements and principles to solve specific design problems
  - using the elements and principles to produce a variety of effects and to convey mood

- analyse the use of materials, tools, equipment, and processes in a variety of artworks
- select materials, tools, equipment, and processes to make images
- demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes



## **OBJECTIVES FROM THE COMPUTER SCOPE AND SEQUENCE WHICH CAN BE COVERED DOING THESE LESSONS:**

### **K-1:**

- Perform file management tasks (quit, save, print, close).
- Perform mouse operations (point, click, drag, double click).
- Use space bar, shift, return and delete keys.
- Create a simple drawing with the pencil/paint brush in a paint program.
- Use the eraser to alter the drawing.
- Use text tool to add a caption to a drawing.
- Fill in shapes with colour/patterns.
- Use undo/redo feature to correct errors.
- Change the line colour and width.
- Create geometric shapes with palette tools.
- Manipulate stamps e.g. flip, rotate, size, create new.
- Change brush shape/size and spray size.
- Edit colours, patterns and gradients.

### **2-3:**

- Perform file management tasks (quit, save, print, close).
- Perform mouse operations (point, click, drag, double click).
- Write a simple caption or story to accompany a picture.
- Save, name and retrieve files.
- Select within a painting document using the selection tool or lasso.
- Copy and paste images.
- Resize and reposition images.
- Flip and rotate objects.
- Change the line attributes (thickness, pattern, arrows).
- Create a simple drawing with the pencil/paint brush in a paint program.
- Use the eraser to alter the drawing.
- Use undo/redo feature to correct errors.
- Create geometric shapes with palette tools.
- Manipulate stamps e.g. flip, rotate, size, create new.
- Change brush shape/size and spray size.
- Edit colours, patterns and gradients.
- Use text tool to add a caption to a drawing.
- Fill in shapes with colour/patterns.

- Change the line colour and width.
- Understand concepts of communicating using multimedia.
- Become conversant with terminology.
- Operate basic software.
- Navigate documents.
- Navigate a variety of multimedia documents (e.g. Hypercard, Kidpix, HTML).
- Integrate different media into a single document.
- Record sounds digitally and incorporate into documents.

#### **4-6:**

- Understand “undo/redo” function.
- Distinguish between “Save” and “Save As”.
- Enter page breaks.
- Create a documents integrating text, charts and images (clip art, scanned images, digital camera images, original images).
- Change the objects’ order (front to back, etc.).
- In a paint program, magnify an image to edit pixels.
- Use an eyedropper to pick up colour.
- Understand scale and perspective.
- Create special effects with shear and distort tools.
- Design tessellations.
- Resize and reposition images.
- Flip and rotate objects in a draw program.
- Change the line attributes (thickness, pattern, arrows).
- Change brush shape/size and spray size.
- Create a simple drawing with the pencil/paint brush in a paint program.
- Use the eraser to alter the drawing.
- Use text tool to add a caption to a drawing.
- Fill in shapes with colour/patterns.
- Change the line colour and width.
- Use undo/redo feature to correct errors.
- Create geometric shapes with palette tools.
- Select within a painting document using the selection tool or lasso.
- Manipulate stamps e.g. flip, rotate, size, create new.
- Flip and rotate objects in a paint program.
- Edit colours, patterns and gradients.
- Combine information from multiple sources for presentation.
- Launch browser to access the World Wide Web, FTP sites, Gopher.
- Access information files and search sites.
- Apply principles of effective communication and good design
- Create simple slide show presentations (e.g. Hypercard, ClarisWorks).
- Understand concepts of communicating using multimedia.
- Become conversant with terminology.
- Operate basic software.
- Navigate a variety of multimedia documents (e.g. Hypercard, Kidpix, HTML).
- Integrate different media into a single document.
- Record sounds digitally and incorporate into documents.
- Understands the need of a password if applicable.
- Understands the need for security when using a network or telecommunications.



## LESSON 1 – MONET

1. In class:

Look at Monet's paintings in a book about him, you may choose to use one of the following:

Venzia, Mike. Monet: Getting to Know Great Artists. Chicago: Children's Press, 1988.

Le Tord, Bijoule. The Blue Butterfly: The Story of Monet. New York: Bantam Doubleday Dell Publishing Group Inc., 1995.

Or view his works on one of the following web sites:

INTERNET SITES ON MONET:

[-http://www.intermonet.com/oeuvre/debuts.htm](http://www.intermonet.com/oeuvre/debuts.htm) – Here is an in depth gallery of Monet's works and with information about his life. This is an excellent site presented in English and in French.

[-http://webpages.marshall.edu/~smith82/monet.html](http://webpages.marshall.edu/~smith82/monet.html) – This is a gallery of Monet's painting but contains no information about him. Would be good to display while students work.

[-http://www.boston.com/mfa/monet/](http://www.boston.com/mfa/monet/) - This is an excellent site that is well organised. Here you can find information about Monet and view his paintings.

2. Discuss his work and his technique. Point out the elements and principles of design that he used in creating his work:

-How did he make objects appear further away in the background?


-Did he use shadows or lines to make things appear differently?

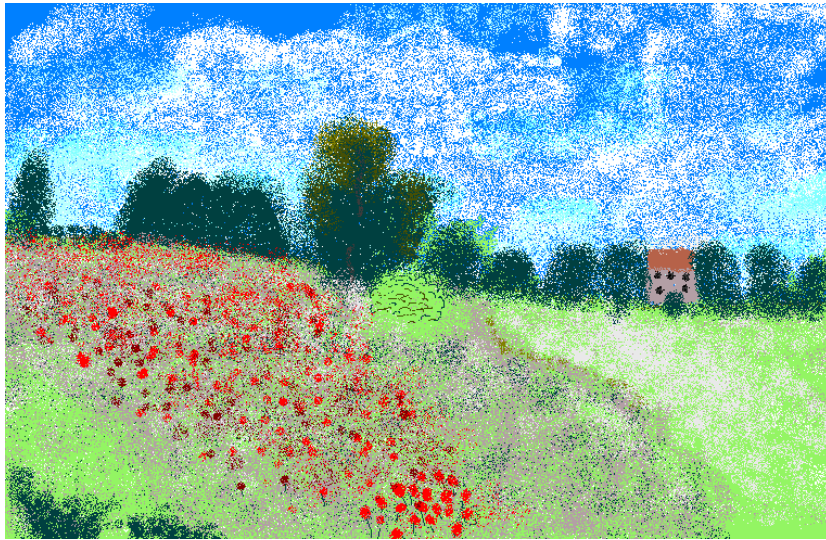
-Are his colours warm or cool in the work that you are looking at?

-What sort of texture do his paintings have and how does he achieve this? (Monet's paintings are done with oil paint which is one way that he creates texture in his paintings.)

-Discuss Impressionism: The way that Monet paints boats, oceans, ponds and lakes and with colour reflecting on the water and the way that the water makes the clouds and the sky look. Also talk about how Monet's paintings look like a bunch of colourful brush strokes up close and yet from far away they blend together.

3. In the computer lab open up Kid Pix, Paint or Paintbrush (if you have Paint and Paintbrush, use Paint for this project). You can either let the class try to create a Monet painting on their own for a while or you can tell them the following instructions right away:

- a. Use the paint can to colour the background. The colour should be like the one that is most common in the background of the Monet painting that they are attempting to reproduce. They could make the sky blue and the ground green to start.
- b. Now choose the spray paint tool (in Kid Pix it is in the wacky pen).  Start with the darkest colour and paint different shades of colour in layers using the spray paint tool. This will create the effect of many colours blended together.
- c. After the background is done using this technique, students can use the pencil to add details and try to add more objects in the picture. After the object are added spray paint around the edges to help the objects blend in to the picture.



## LESSON 2 – VAN GOGH

1. In the classroom look at various works of art done by Van Gogh. You can use the following books:

Venzia, Mike. Van Gogh: Getting to Know Great Artists. Chicago: Children's Press, 1988.

Bernard, Bruce. Eyewitness Art: Van Gogh. London: Dorling Kindersley Limited, 1992.



Or try these web sites:

#### INTERNET SITES ON VAN GOGH:

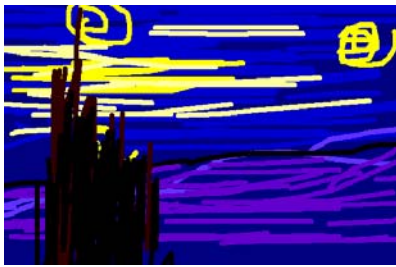
-[http://www.lacma.org/art/exhibition/van\\_gogh/vangogh.htm](http://www.lacma.org/art/exhibition/van_gogh/vangogh.htm) – This site shows his paintings and has a very good account of his life.

-[www.vangoghgallery.com/](http://www.vangoghgallery.com/) - This is an excellent place to view his work.

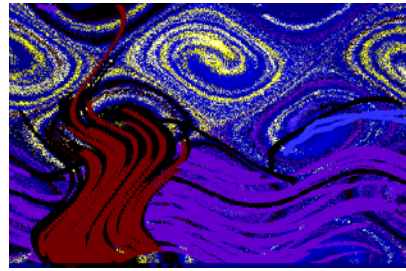
-[www.geocities.com/SouthBeach/Lights/9341/vangogh.htm](http://www.geocities.com/SouthBeach/Lights/9341/vangogh.htm) – This site has his works and a very simple time line of his life.

2. Discuss his work in terms of feelings and the elements and principles of design and tell students a little bit about VanGogh's life:
  - How does Van Gogh use texture to give a sense of movement in his different works?
  - What effect does the thick paint produce?
  - What kinds of colours does Van Gogh use and what effect does this produce?
  - In what works can you see evidence of depression in Van Gogh's life?
3. In the computer lab, open Kid Pix. Again you can either let the kids explore and try to reproduce Van Gogh's works, or you can ask them to follow these instructions: (This best produces pictures like Starry Night)
  - a. Create a background using the pencil tool with a brush of medium thickness and rich colours. Then have students save their work (the Electric Mixer will drastically alter their picture and they may wish to return to it).
  - b. Go to the Electric Mixer  and choose the button that looks like this:  

  - c. Click on it and then click on your picture once. As students have saved their picture already they can experiment with this and keep clicking until it looks the way they like, or open the picture again and start again if they feel they have ruined it.
  - d. Now you can create your foreground using the thick pencil and lots of rich colours.

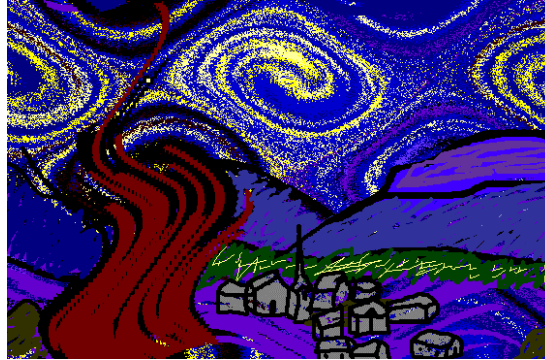
If you are working in Paint or Paintbrush instead of Kid Pix this project still works having the students do all the drawing themselves. The trick is to use thick brush strokes so use the thicker paintbrush or pencil.



Before the mixer.



After



Finished product.

## LESSON 3 – PICASSO

1. In class view the works of Picasso and focus on the different styles that he uses. You can use some of the following books:

Venzia, Mike. Picasso: Getting to Know Great Artists. Chicago: Children's Press, 1988.

Laden, Nina. When Picasso met Mootisse.

Or try the following web sites:

INTERNET SITES ON PICASSO:

- <http://www.tamu.edu/mocl/picasso/biog/tour.html> – This is a good place to look at his works. There is also lots of information about his life here but it is difficult to read.
- <http://www.club-internet.fr/picasso/exhibition.html> – Another good place to view his work but no information about his life.
- <http://home.xnet.com/~stanko/> - This site has information about Picasso and pictures of his work.

2. In class discuss the works of Picasso. Talk about the changes that took place in his style throughout the years.

- What sort of paintings did Picasso produce during his Blue Period?
- How are Picasso's portraits of people different than those of other artists?
- What are the characteristics of cubism?
- What effect does Picasso's use of shape and line produce in his cubist work?

3. In the computer lab have students use Kid Pix (this part can also be done in Paint and/or Paintbrush) and ask them to do a self portrait as best they can. For the sake of this project I have combined Picasso's portraits of people with his cubism phase, you may decide to break this up into smaller sections and recreate the different phases of Picasso's style separately. Then:

- a. Have students use the moving van or the cut and paste tools (the scissors in Paintbrush) to cut parts of the face and move them to places where they wouldn't normally be found (ex. move the mouth above an eye).
- b. Students will then need to use the paint tools to fill in the spots that got whited out and make the face look like all one part even though everything is in the wrong place. When finished, make sure that the class saves.

Ex:



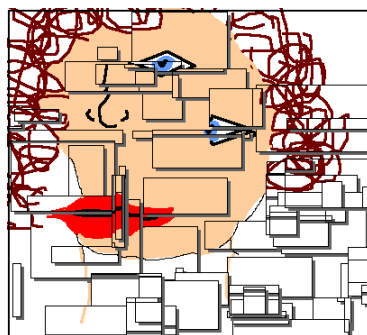
c. Now students using Kid Pix can go to the Electric Mixer and click on the cube button,



then click on their picture. As they have

previously saved their picture they can experiment and see how many times they need to click to make it appear the way that they would like.

Ex.



## LESSON 4 – KLEE

1. In class have students look at the work of Paul Klee. You can use some of the following books if they are available:

Venzia, Mike. Paul Klee: Getting to Know Great Artists. Chicago: Children's Press, 1988.

Or look at the following sites on the Internet:

### INTERNET SITES ON PAUL KLEE:

- [http://ourworld.compuserve.com/homepages/Kevin\\_Christian/kleefram.htm](http://ourworld.compuserve.com/homepages/Kevin_Christian/kleefram.htm) – This is a great site to view his work but it has minimal information about his life.
- <http://www.oir.ucf.edu/wm/paint/auth/klee/> - The Web Museum. Here you will find information about Klee and his art and you can view his works.
- <http://www.mcs.csuhayward.edu/~malek/Klee.html> – This site is great for viewing his works and has a short biography about Klee.

2. In class discuss the works of Paul Klee in terms of the elements and principles of design:

- How does Klee use shapes in his pictures?
- What do you think the symbols that he has used mean to him?
- How does he use colour? What types of colour do you see?
- Look at the paintings of faces that he has done. Do they remind you of work done by any other artists? (They may think of Picasso)

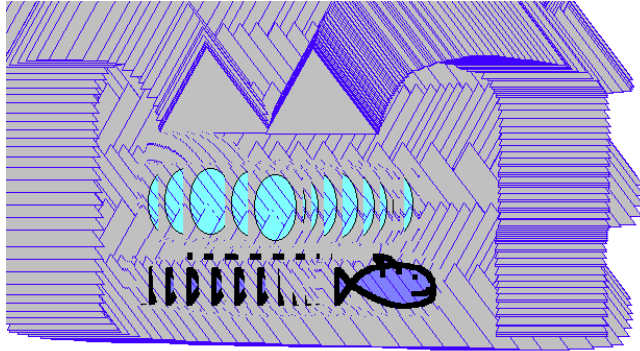
Students should be able to recognise Klee's work by his use of bright colours, shapes and symbols.

3. In the computer lab have students open Paintbrush (there are two ways that I have come up with to reproduce Klee's work-one in Paintbrush and one in Kid Pix or Paintbrush):

This method will produce images with many shapes like Klee's work entitled "Dream City".

- a. Have students draw a shape and fill it with colour and/or texture (in Paintbrush, students can go to Options and Colour and choose to have the picture done in black and white with textures instead of colour.
- b. Click on the scissors tool at the top (either one) and then click and drag to encircle the shape that you have drawn.
- c. On the keyboard press **SHIFT** and hold it down while you click in the middle of your shape and drag it around the screen.

- d. Now do the same with many different shapes and colours or textures to fill your screen.
- e. More advanced students can use the tools under **PICK** at the top to flip the shape so that it faces the other direction and continue.



Other works by Klee can also be reproduced:

- a. Have students open Kid Pix or Paintbrush and draw the outline of an object or person.
- b. Now have students use the line tool and/or the pencil to break the object up into different shapes.
- c. Now use the fill tool to fill the shapes with various colours. Also fill the background up with shapes of various colours or textures. (The example is a reproduction of Jester.)



## LESSON 5 - TED HARRISON

1. In class look at the works of Ted Harrison:

*The Blue Raven*. Written and illustrated by Ted Harrison. Toronto: Macmillan of Canada, 1989.

*The Last Horizon: Paintings & Stories of an Artist's Life in the Yukon*. Written and illustrated by Ted Harrison; introduction by Pierre Berton.

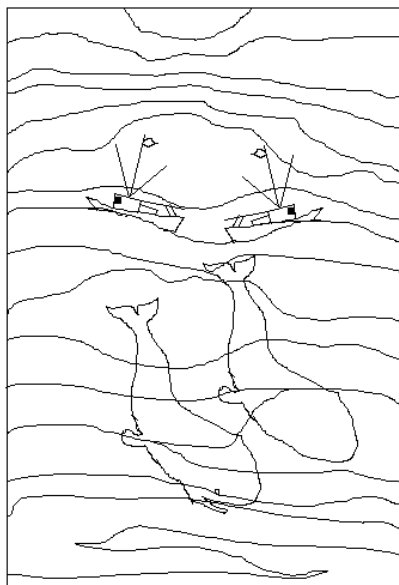
*O Canada*. Written and illustrated by Ted Harrison. Toronto: Kids Can Press, 1992.

### INTERNET SITES ON TED HARRISON:

- <http://www.hollanderyorkgallery.com/index2.html> – This site has a few examples of his work and has a short biography of Ted Harrison. It is a good, clear site.

-<http://www.geocities.com/Heartland/Bluffs/8336/harrison.html> – This is a nicely done site with information about Ted's life and some of his works to view.

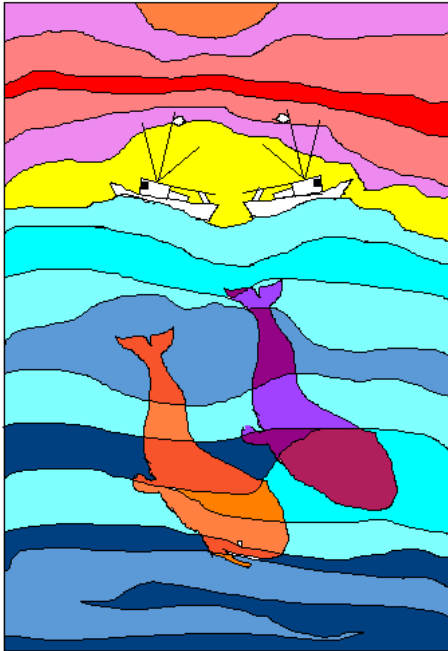
2. In class discuss the works of Ted Harrison in terms of the elements and principles of design:
  - What type of colours does he use in his art? Why do you think he uses these colours? What effect do they have?
  - How does he use lines in his pictures? Why do you think he does this?
  - Can you see the influence of his environment in his art?
3. In the computer lab have the students open any art program.
  - a. Have students create the lines in the drawing first:



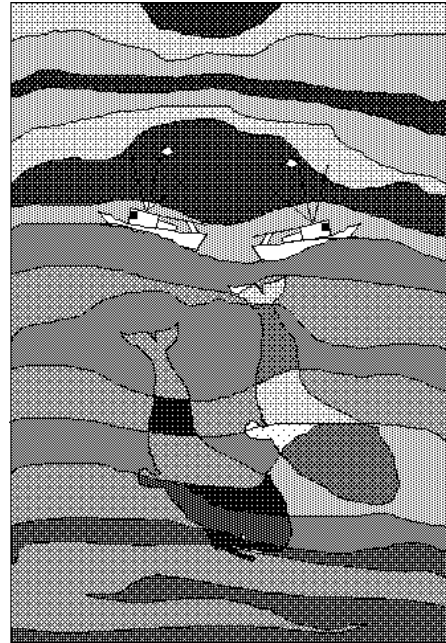
At this point you may choose to print them out and have the students colour them in class.

For the two boats in this picture I created on and then used the PICK command at the top to flip it vertically to save me from drawing two boats.

- b. Now students can use the roller or the paint can to fill all the shapes. They may choose to fill the shapes using textures or colours that vary from dark to light to have them show up better when printed in black and white.



Colour.



Texture.



## LESSON 6 – ESCHER

1. This lesson can be combined with Math lessons for Grades 5 and 6 on Tessellations.

In the computer lab view the work of M.C Escher at:

## INTERNET SITES ON ESCHER:

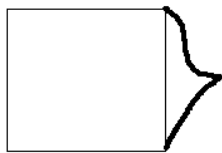
-<http://www.cs.unc.edu/~davemc/Pic/Escher/> - This is a great site to view the works of Escher but there is no personal information.

-<http://www.worldofescher.com/gallery/> - This is another great place to view his works with more information about each piece. Also click on Home to learn a bit more about Escher.

-[http://www.mathacademy.com/platonic\\_realms/minitext/escher.html#tess](http://www.mathacademy.com/platonic_realms/minitext/escher.html#tess) – This site has explanations and information about Escher. The reading level may be difficult.

-<http://www.nga.gov/collection/gallery/ggescher/ggescher-main1.html> – This is a tour of this work and is easy to use.

2. In class discuss the works of M.C. Escher in terms of the use of the elements of principles and design:
  - How does Escher use space? What effect does this produce?
  - How are these works coloured? What sort of mood does this create?
  - What type of materials is he using and how is this different than the other artists that we have been looking at?
  - Talk about how Escher is a mathematician and an artist and how this comes out in his work.
3. In the computer lab have students open up Paintbrush (if you have Tesselmania then you may choose to have students use this program for that, see instructions for the program).
  - a. Students must first create the shape that they wish to start with. For the first time, have them draw a square.
  - b. Now have students draw a new line to replace one of the sides:



Students can now erase the old line on that side of the shape.

- c. Select a scissors tool at the top of the tools and draw a loop or square around the line that you just created.
- d. Press the CTRL button down on your keyboard and hold it down while you click and drag a copy of the new line over to the other side:

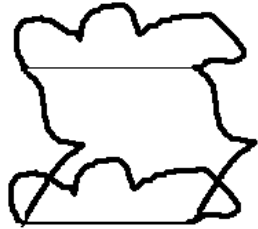


Then erase the old line.



Tell students that these are called **slides** or **translations**.

- e. Repeat this procedure with the top and the bottom. It is really important that students don't allow any lines to cross or overlap. A shape like this for example:



Will not work.

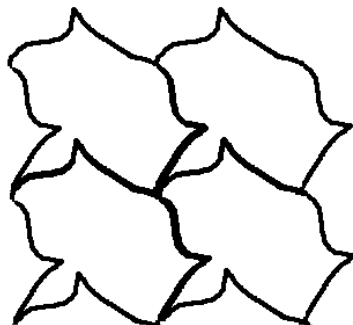
This shape will work:



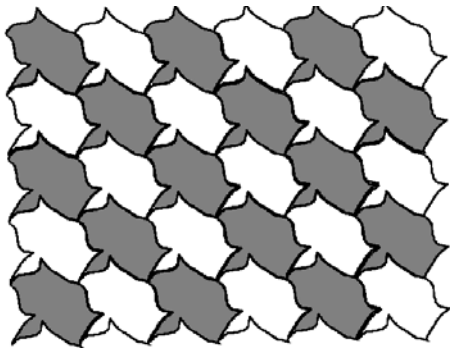
- f. Students can now decorate the shape if they wish, or they can go on to the next step.



- g. Select the scissors tool at the top again and use it to draw a shape around your shape.
- h. Press **CTRL** on the keyboard and click and drag the copy of your shape so that it fits in the other shape:



Students can continue to do this until their whole screen is filled with their pattern. They can decorate the pattern all together now by drawing things on the shapes or by filling them in with alternate colours.



Or



## **TYING IT ALL TOGETHER:**

Now that the students have tried creating the works of these artists here are some ideas for tying the unit all together:

-Have students create a book of the works of art they created by printing out one final copy for each artist that you do and having them type or later print the name of the artist at the bottom of each page. Students can colour their works in class.

-After practising on the computer have students recreate the art works in class using paint and/or pastels.

-Create a class slide show for each artist in Kid Pix and use it to show other classes and parents what you have done.

-Have each student create a slide show using their final pictures from each artist study. Have them include a page explaining which artist was their favourite and why.

-Later primary and intermediate, have students do a report on the artist of their choice using the books and web pages and present it in Microsoft Works with at least one artwork that the student drew him/her self and copied and pasted into their project.

-Have students create a slide show in Kid Pix about the artist of their choice with at least one reproduction done by the student. Research can be done from books, web sites and electronic encyclopedias.

