

Pointillism with Adjectives

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Standards:

CCSS.ELA-LITERACY.L.3.1.A

Explain the function of nouns, pronouns, verbs, **adjectives**, and adverbs in general and their functions in particular sentences. " I can use adjectives to describe a famous painting."

VA: Re7.1.3

Perceive and analyze artistic work. "I can analyze the pointillism technique in Seurat's painting."

Materials:

- Seurat's "Un Dimanche a la Grande Jatte" (A Sunday Afternoon on the Island of La Grande Jatte) found online or a print
- watercolor paper
- watercolor pallet
- pencils/ sharpies
- dry erase boards/markers

Art Terms:

Foreground, background, hue, primary/secondary colors, value, dimension, Pointillism

Process:

Step 1: Students will watch a video to review adjectives from flocabulary.com. Link here: <https://www.flocabulary.com/unit/adjectives/video/>

Step 2: Discussion/Introduction: Explain to students they are going to construct and demonstrate understanding of a famous painting that used Pointillism art, Seurat's "Un Dimanche a la Grande Jatte" (A Sunday Afternoon on the Island of La Grande Jatte). Ask students if anyone knows anything about Pointillism art.

Step 3: Watch "Art with Mati and Dada - George Seurat | Kids Animated Short Stories in English" to introduce the artist and the painting. Stop the video at the 4:52 minute time mark. To discuss the painting go back to the 4:00 minute time mark.

Link is here: <https://youtu.be/rDW4wSTm-V4>

Step 4: Introduce the art terms students need to learn during this lesson. Discuss the mention of the color wheel in the video and review primary/secondary colors from the previous year. Discuss the sections of the painting where Seurat used the pointillism technique to make secondary colors by placing primary colors closely together. (example: trees-blue and yellow to make green, lady pompom-red and blue to make purple) Mention the word "hue" is the name of a color and discuss the value of lightness and darkness in the painting. Work on students' understanding of foreground and background using Seurat's painting from the video.

Step 5: Students will write on their dry erase boards three nouns they see in the painting. Then, they will write four adjectives to describe those nouns. A few students will share the adjectives and nouns they selected.

Step 6: Watercolor paper, watercolor pallets, and q-tips will be passed out. Students will choose between making a pointillism painting with a pumpkin or turkey. They will be reminded to create something in the background and have the item chosen placed in the foreground.

Step 7: Before creating the artwork, students must write down three adjectives to describe the noun they are going to create on the watercolor paper. (pumpkin/turkey)

Step 8: Students will practice their pointillism painting. Once dry, students will label their adjectives around their painting in each corner using a sharpie.

Step 9: A checklist will be given to students to make sure the artwork criteria was met.

Step 9: Reflections will be written when the lesson is complete to help the student critically evaluate their art. Students will list something they learned, something they enjoyed, and something they would like to change if they were to repeat this lesson in the future.

Pointillism with Adjectives
Checklist

Name: _____

Foreground image: pumpkin turkey

Background image(s):

Check off as you find each item:

___ background image

___ foreground image

___ primary colors included

___ three adjectives in sharpie

___ reflection written

Pointillism with Adjectives
Checklist

Name: _____

Foreground image: pumpkin turkey

Background image(s):

Check off as you find each item:

___ background image

___ foreground image

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___ three adjectives in sharpie

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Pointillism with Adjectives
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