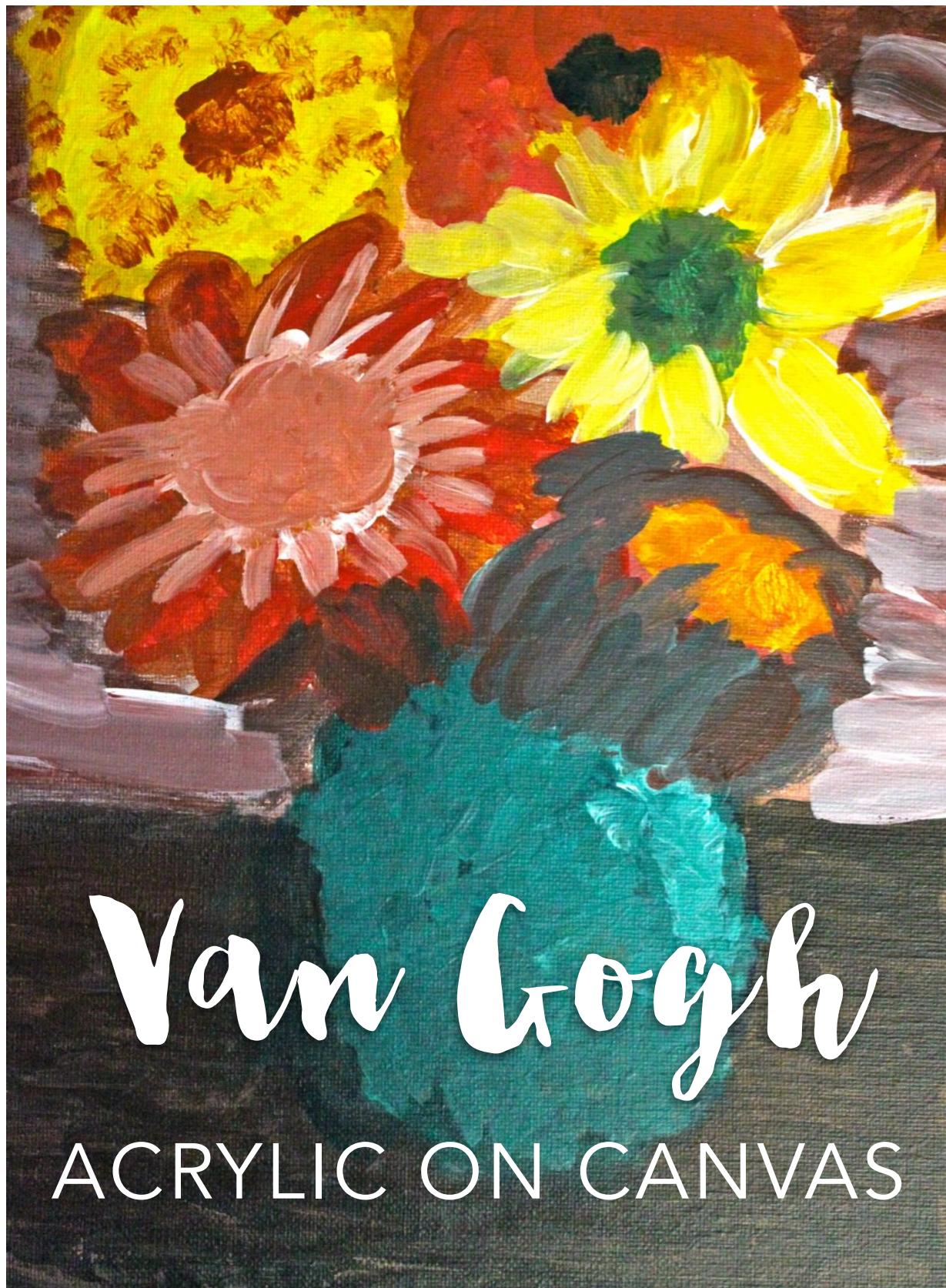


DEEP SPACE SPARKLE

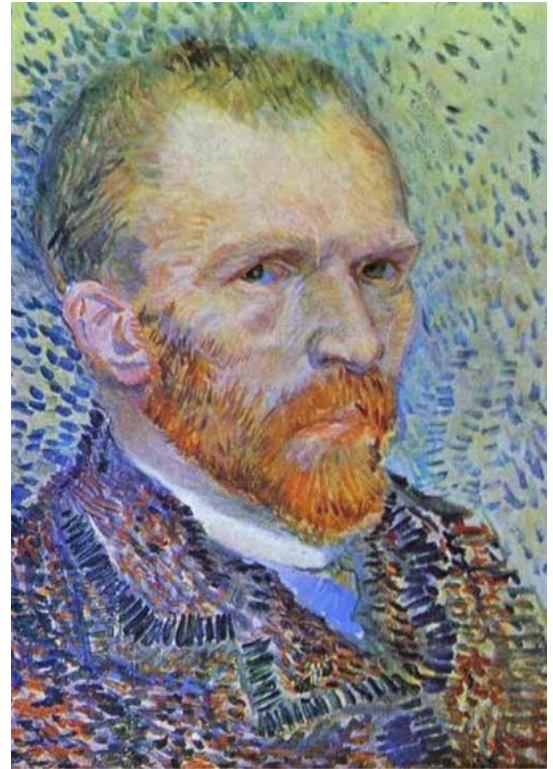


Van Gogh

ACRYLIC ON CANVAS

ABOUT *the artist*

ABOUT VINCENT VAN GOGH



Vincent Van Gogh was born in Holland in 1853. He had two brothers and three sisters but was closest to his younger brother, Theo. Vincent loved to draw as a child and by the time he was 27 years old, he devoted his whole life to painting.

When Vincent first began painting, he painted images from his surroundings which were a bit gloomy. He used dark, sad colors. When he moved to France, he started to paint sunflowers. The colors he used became brighter and his iconic short brushstroke was developed. He painted portraits, streets, cafes and countrysides.

Vincent painted hundreds of pictures, sometimes finishing a single painting in a day. But then, Vincent became unwell and he moved into a hospital so others could take care of him. He died in 1890.

Facts:

- *Van Gogh didn't cut off his entire ear, only just the lobe.*
- *Van Gogh would paint for such a long time that he would forget to eat.*
- *He only sold one painting in his lifetime.*

ABOUT *the painting*

SUNFLOWERS

Sunflowers were special for Van Gogh. Yellow was the color of happiness for him and in the Netherlands, sunflowers were a symbol of loyalty and devotion. When Van Gogh moved to Paris he noticed the work of the famous Impressionist painters like Renoir and their use of bright, unmixed colors.

Van Gogh liked the colors so much he began to experiment with this new style of painting. Many artists placed opposing colors next to each other to bring out their intensity. Yellow would be painted next to purple, reds next to greens, etc. Van Gogh tried this color idea and painted a vase of sunflowers on a blue background. But he didn't like it as much as yellow flowers on yellow backgrounds.



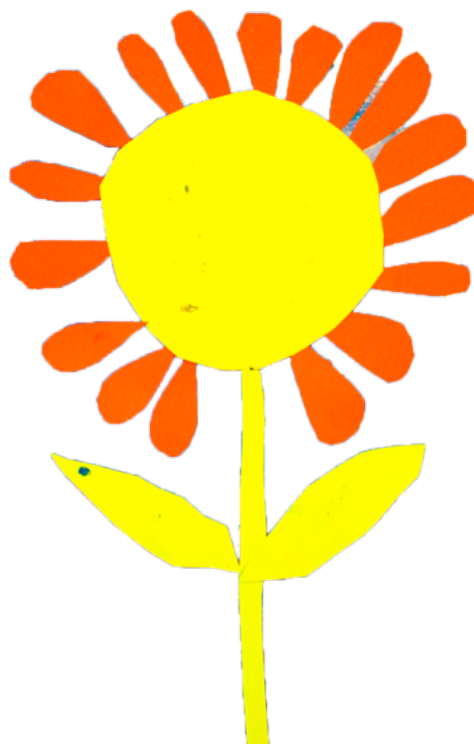
Sunflowers, 1888, Oil on Canvas, Post-Impressionism, National Gallery of London



Sunflowers, 1888, Oil on Canvas, Post-Impressionism, Private Collection



SUNFLOWERS WITH ACRYLIC PAINT



WHAT YOU'LL NEED:

- ▶ 6" x 9" canvas sheets or boards
- ▶ Pencil
- ▶ Acrylic paints
- ▶ Medium and small brushes

Acrylic paints are wonderful to paint with because they are vibrant when applied and stay vibrant after they have dried.

The drawback is that paint splatters are very hard to remove from clothing, although fingernail polish remover (acetate) works well.

It took me a long time to get on friendly terms with acrylics because they are more expensive and I didn't know how to prep them. If you don't know what I mean, then I'm glad you are reading this.

There are some "rules" that must be followed for you to have a favorable experience with acrylic paints.

WHAT YOU NEED TO KNOW: ACRYLICS

Acrylic paints are not like tempera paints or watercolor paints.

The first time I used acrylic paints in the art room, I placed them in my plastic muffin-style palettes just like I would have with my tempera paints. This worked great. I cleaned the palettes by rinsing them off in the sink allowing the acrylic paints to run down the drain.

Bad idea.

My sink was clogged for a month.

Here's the thing: acrylic paints dry to a plastic finish.

They will clog your sink, ruin your brushes and adhere to your palettes.

You need to prep acrylics differently:

- Use waxed paper, magazine pages or paper plates for palettes. Throw them away after use.
- You can't really save unused acrylic paints, so only use a very small amount. They go along way.
- The paints will dry out if you don't use them, so mist palettes with water or mix with some water from a brush.
- Canvas sheets are more economical than individual canvas boards and fit in portfolios better.
- Wash brushes THOROUGHLY in dish detergent & water. Do not use watercolor brushes.



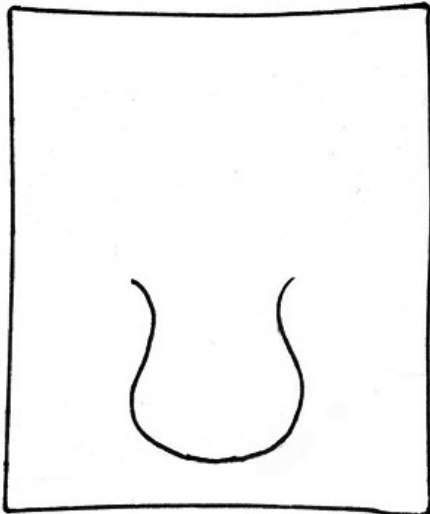
DRAWING THE SUNFLOWERS



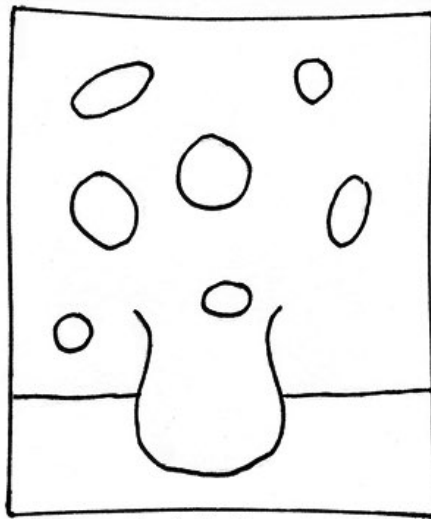
I buy 12" x 16" canvas sheets for my acrylic projects and cut them in half. I do this just to save money. If you have a larger budget, use the whole sheet. For older students and because we are using acrylic paints, I take more time with this project. I really want to give students the opportunity to create a piece of art that is truly representative of them.

Because of this, I use pencils and don't offer the step-by-step drawing guide.

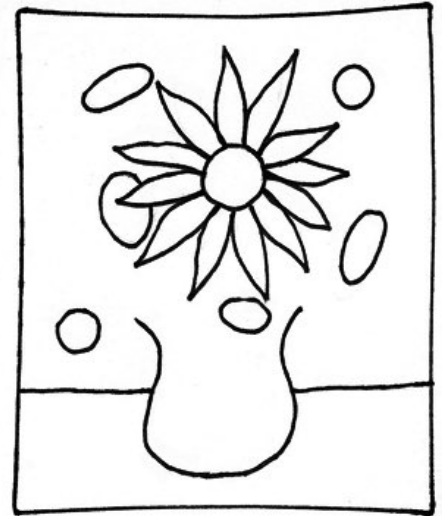
Children look at Van Gogh's Sunflower painting and draw what they want using a pencil. In my demonstration, I show them how to draw the important lines with pencil and to keep the shapes as large as they dare. Small, tiny shapes will be harder to paint. Most kids in sixth grade have no problem drawing as large as they need it to be.



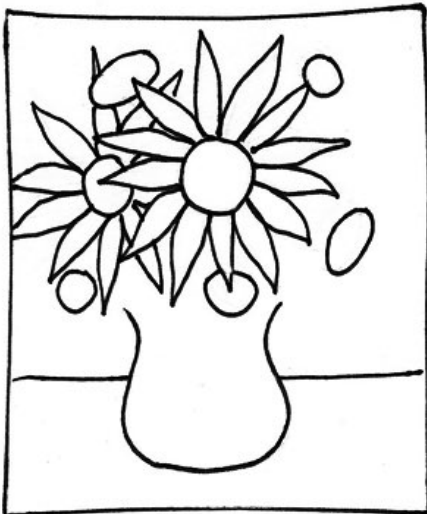
1. Draw a vase near the bottom of the page. Be sure not to touch the bottom. Don't draw the top yet.



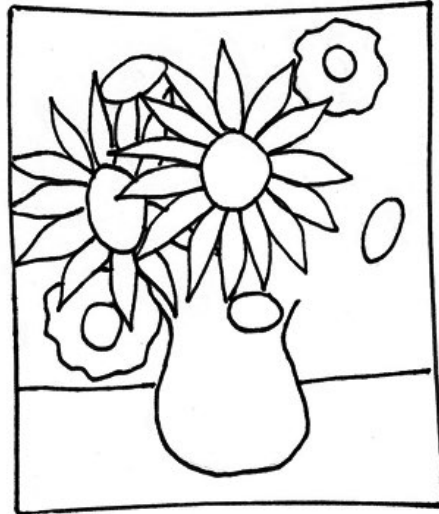
2. Draw a big circle above the opening of the vase. This is your dominant flower. Draw circles and ovals around the dominant flower. Add a table line.



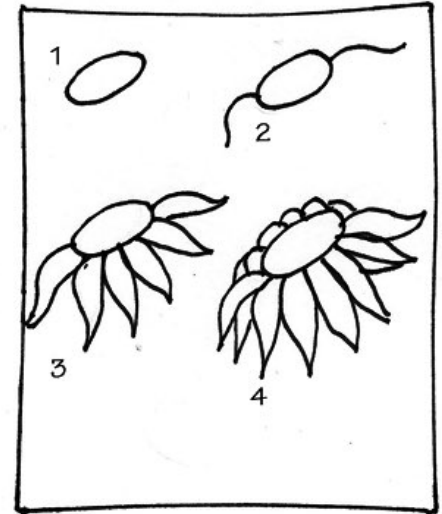
3. On your dominant flower, add petals. Don't worry if you draw over another flower center...you're suppose to!



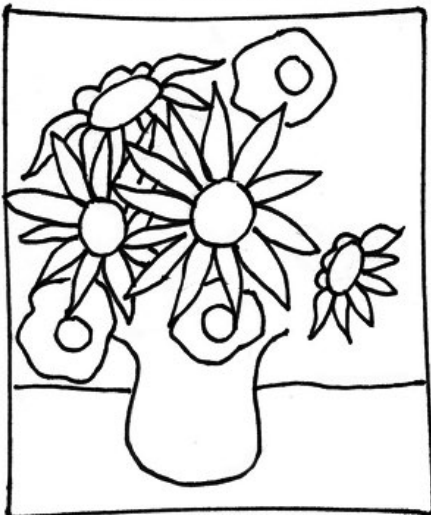
4. Draw petals on another center. If you go off the page, great! This time, see if you can hide the petals behind the big flower.



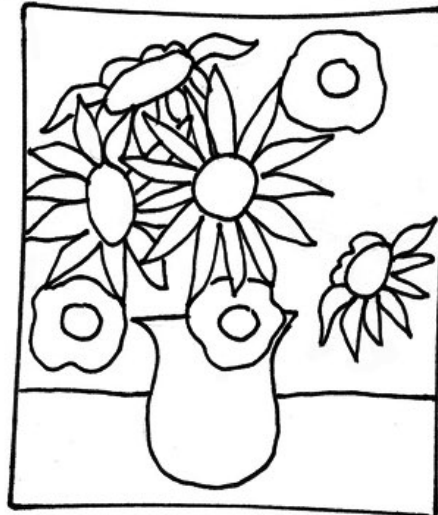
5. Add more petals, this time trying different shapes and sizes.



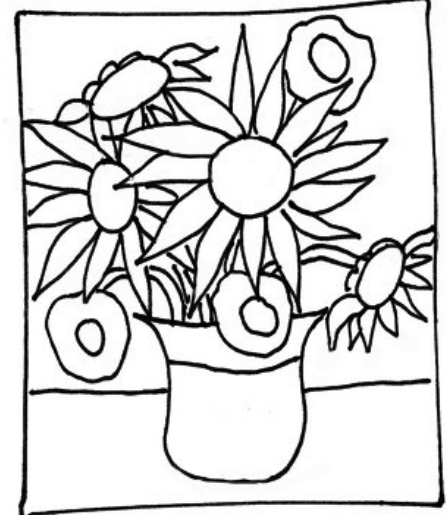
*To draw a side-ways flower, start with a squished oval and add tails on either end. Turn the tails into petals.



6. Continue to draw petals, tucking them all behind the dominant flower.

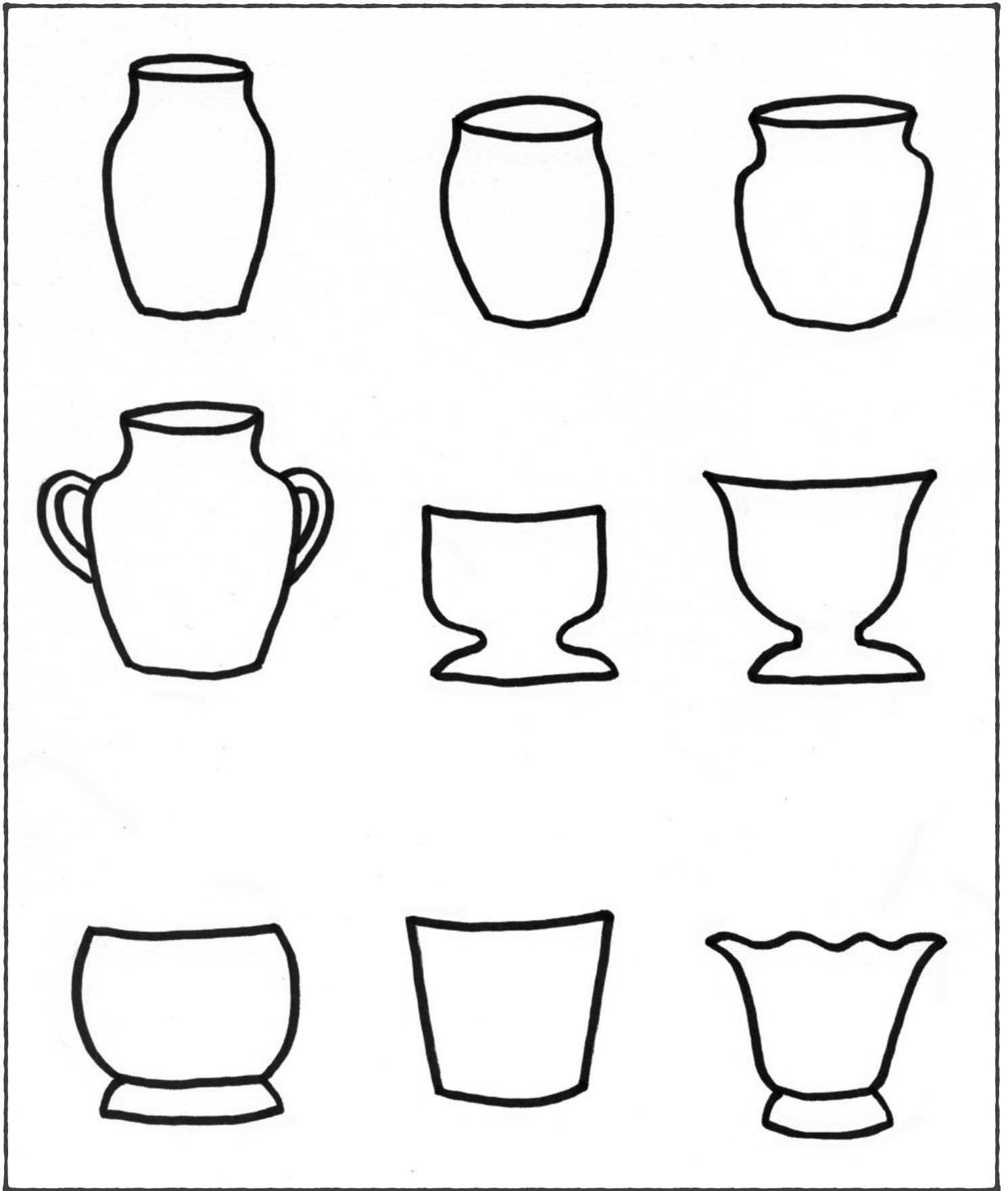


7. Draw a line to close of the vase opening. It might run into a flower, so be sure to "jump" over the flower.



8. Finally, add stems and perhaps decorate your vase with simple lines.

HOW TO DRAW VAN GOGH SUNFLOWERS



HAND DRAWN VASE SHAPES

PAINTING WITH ACRYLICS



When it's time to paint, I offer **3 colors of acrylic paint** to start with. I know that it will take most kids about 30 minutes to paint the table top and background. I don't want the acrylic to dry before they get to the next part. I squeeze a dime-sized amount onto waxed paper or styrofoam tray.

The limit of only three colors encourages the kids to consider their colors. They can always change their minds and they can always ask for more.

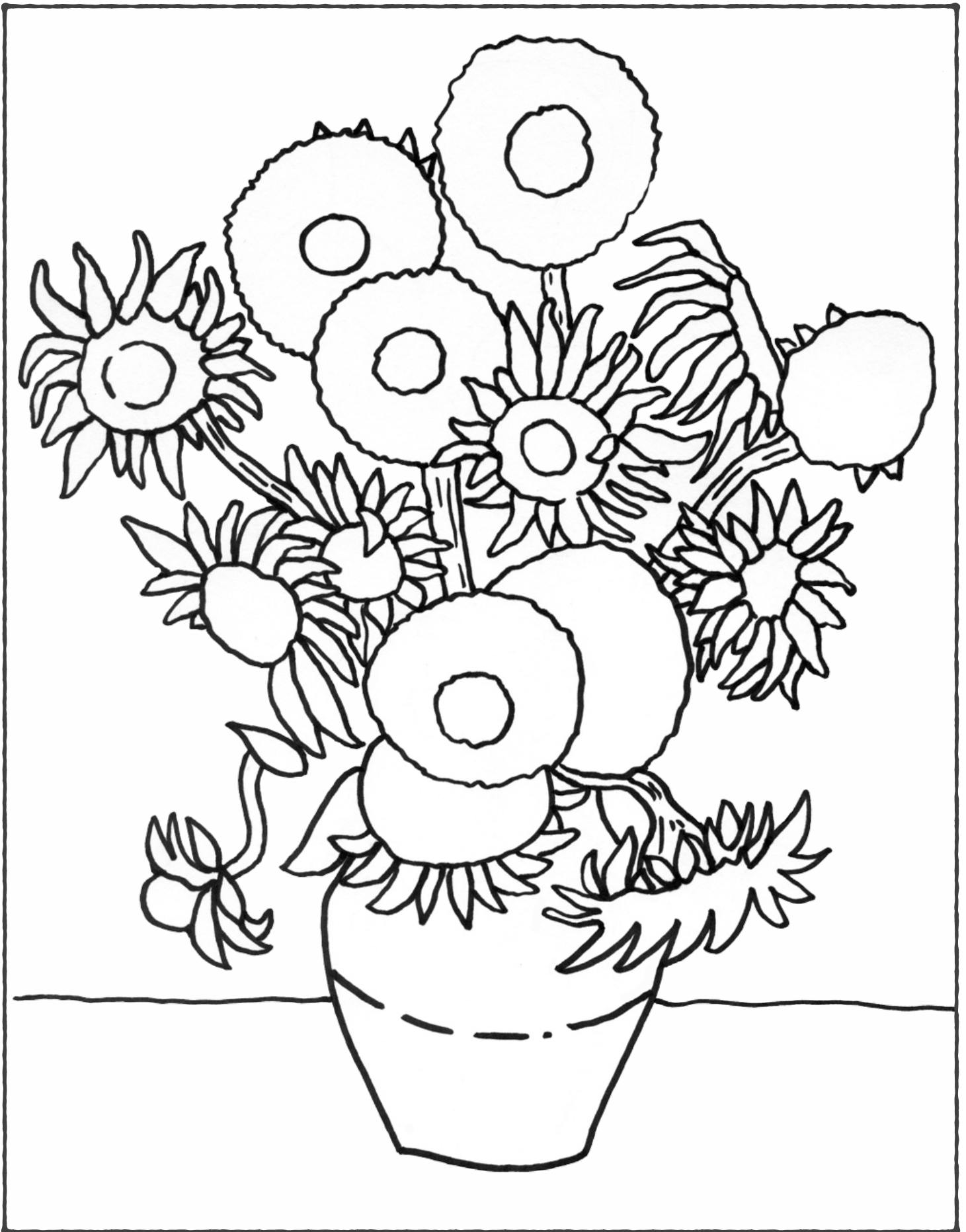
I suggest two colors that are close to each other on the color wheel then add white or black depending on whether they want a tint or shade.

After the backgrounds are painted, the kids dive into the petals. The only trouble-shooting I noticed was that many kids were avoiding the pencil lines. They had a tendency to paint up to the line, but not over it. Once they were made aware, they painted over the pencil lines.

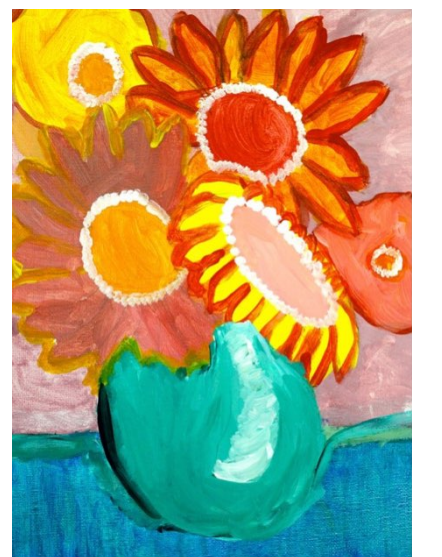
My students aren't used to painting with acrylics, so I had to remind them that the paint shouldn't be translucent. If they are seeing pencil lines and canvas through the paint, the paint is too thin. They are adding too much water.

Because of the detail expressed in this small painting, outlining doesn't seem necessary.





VAN GOGH SUNFLOWERS DRAWING GUIDE



AGES 11-12

Artist Statement

Your name

WHAT IS THE NAME OF YOUR ARTWORK?

HOW DID YOU CREATE YOUR ARTWORK?

(What tools, supplies and techniques did you use?)

WHAT DOES THIS PIECE OF ART MEAN TO YOU?

(You can use "I" statements and talk about your inspiration and what creating this piece of art means to you)

I CAN STATEMENTS FOR VAN GOGH SUNFLOWERS

- Today I will learn about OBSERVATION DRAWING, so that I CAN study Van Gogh's *Sunflowers* and create my own version by rendering what I see in front of me and making it my own.
- Today I will learn about ACRYLICS, so that I CAN paint my own version of *Sunflowers* using acrylic paint on canvas effectively and take proper care of the materials.

COMMON CORE STANDARDS FOR VAN GOGH SUNFLOWERS

CCSS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

You can assess students' understanding of the information presented on the life and work of Van Gogh formally through verbal questions and answers. Students are presented the information via PowerPoint, posters, etc. and may be given pages 2 and 3 of this packet to read and summarize the main ideas from the text before starting the artwork.

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

After students have completed their painting, they may use their work to present to the class how learning about Van Gogh's style influenced and inspired the decisions made in creating their compositions. This further clarifies their understanding of the main ideas of Van Gogh's style.

NATIONAL CORE ARTS STANDARDS-FIFTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work** — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work**—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- Develop and refine artistic work for presentation** — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work** —cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

- Perceive and analyze artistic work-** compare interpretation of art to another's interpretation —analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work** — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work**— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

NATIONAL CORE ARTS STANDARDS-SIXTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — Combine concepts collaboratively to generate innovative ideas for creating art.
- Organize and develop artistic ideas and work** — Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- Refine and complete artistic work**—Reflect on whether personal artwork conveys the intended meaning and revise accordingly

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— Analyze similarities and differences associated with preserving and presenting two- dimensional, three- dimensional, and digital artwork.
- Develop and refine artistic work for presentation** — Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- Convey meaning through the presentation of artistic work** —Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPONDING

- Perceive and analyze artistic work**—Identify and interpret works of art or design that reveal how people live around the world and what they value.
- Interpret intent and meaning in artistic work** — Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- Apply criteria to evaluate artistic work**—Develop and apply relevant criteria to evaluate a work of art

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** Generate a collection of ideas reflecting current interests and concerns that could be investigated in art- making.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —Analyze how art reflects changing times, traditions, resources, and cultural uses.

DEEP SPACE SPARKLE

This and many other bundles are included in The Members Club...
FULL access for a low monthly fee!

The Members Club offers a monthly art curriculum, a growing bank of art lesson plans, live monthly teacher trainings, and a vibrant community of teachers to support and celebrate YOUR success.

Sign up for the **WAITING LIST** to learn when **YOU** can join The Members Club!

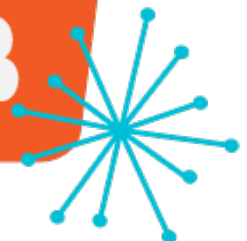
THE LESSONS IN THIS BUNDLE (AND MANY OTHERS!) ARE INCLUDED IN THE MEMBERS CLUB ART BANK



[JOIN THE WAITLIST](#)



The **MEMBERS CLUB**



ASSESSMENT CHECKLIST

MAIN IDEAS FROM: ACRYLIC FLOWERS

STUDENT NAME: _____

Can the student tell me about Vincent Van Gogh?

Did the student draw a sunflower still-life inspired by Van Gogh?

Did the student handle the acrylic paints effectively?