



EXPRESSING MEANING THROUGH MARBLE PAINTING

Visual Arts Lesson
Grade 7

LEARNING TASK 1 - INVESTIGATION

- ▶ Students use the [Alberta Foundation for the Arts](#) (AFA) website to locate and view artworks painted by Alberta artist Alex Janvier.
- ▶ Next, students use the website tool, “My Collection” to create their own exhibit by selecting six of their favorite Janvier paintings.
- ▶ Last, students work in pairs and use the basic vocabulary of art to critique Janvier’s paintings (Elements and Principles of Design) and discuss the similarities and differences in the works they have chosen.

LEARNING TASK 2 - RESPONDING

- ▶ What Inspires Our Creations?
- ▶ Teacher projects several of Janvier's paintings and asks students, "What do you think inspired this painting?" (suggested paintings: New Years, Old Sites, Traditional Music, To all at Christmas, Beautiful Culture)
- ▶ After taking several student responses, the teacher reveals the title of the painting and asks, "Did Janvier *literally* depict his ideas or would you say that his ideas are represented in a more abstract way? Explain.

LEARNING TASK 3 - CREATING

- Students will create their own artwork inspired by Alex Janvier
 - Step 1: Use acrylic paint and shaving cream to create several marble paintings (see next slide)
 - Step 2: Select your favorite marble painting and use pencil crayon/mixed media to extend the lines, patterns and shapes
- Artworks should express something meaningful in students' lives (family traditions, family holidays, personal attributes, personal goals, values, hobbies etc.)
 - Step 3: Give your artwork a title, which reflects its meaning

MARBLE PAINTING TECHNIQUE

- ▶ Fill plate with shaving cream
- ▶ Dab one colour of acrylic paint gently onto the pile of shaving cream



MARBLE PAINTING TECHNIQUE

- ▶ Clean your brush when you are ready to add a new colour



MARBLE PAINTING TECHNIQUE

- ▶ Add more colours
- ▶ Think about your idea
- ▶ What colours represent your idea?
- ▶ Remember to clean your brush when adding a new colour



MARBLE PAINTING TECHNIQUE

- ▶ Add all the colours you want
- ▶ Use the handle of your brush to stir your paint into a marble affect
- ▶ STOP stirring when you have a nice marble effect



MARBLE PAINTING TECHNIQUE

- ▶ Place your paper on top of the shaving cream/paint mixture and GENTLY press down
- ▶ SLOWLY remove your paper from the mixture



MARBLE PAINTING TECHNIQUE

- ▶ Use a scrap piece of watercolour paper and CAREFULLY remove the shaving cream from your paper
- ▶ Stir your shaving cream/paint mixture again and repeat the process if you do not like your first composition



MARBLE PAINTING TECHNIQUE

- ▶ Use pencil crayon/marker/paint/collage to extend the marbling effect and create a composition to express your idea/concept



STUDENT EXAMPLE: SOMEWHERE OVER THE RAINBOW



STUDENT EXAMPLE: OPEN MIND



STUDENTS EXAMPLE: REDEMPTION



STUDENT EXAMPLE: FROM ADOLESCENCE TO A MAN



STUDENT EXAMPLE: PETALS OF EMOTION



STUDENT EXAMPLE: BLOOM OF YOUTH



LEARNING TASK 4 – ART EXHIBITION

- ▶ Display students' artworks. Students will use the basic vocabulary of art criticism to describe how they depicted their ideas.



GOALS/OBJECTIVES/ASSESSMENT

- ▶ Goals and Objectives are from the Junior High Alberta Education Art Curriculum
- ▶ **Goals and Objectives** are listed for the three major components of the curriculum – Drawings, Compositions, Encounters
- ▶ **Assessment:** Evidence includes the teacher's anecdotal records about the images students created (for example: how did they use space, is their composition balanced, is it unified, do they consider craftsmanship, etc.). Of particular consideration is the student's ability to articulate the connections they made between their use of elements (line, shape, colour, etc.) and the choices of materials to the ideas and emotions they intended to convey.
- ▶ **Assessment:** **I can** statements follow the goals and objectives as an assessment tool to determine what students have learned.

GOALS/OBJECTIVES/ I CAN STATEMENTS

Drawings

- ▶ **Goal:** Students will apply visual, analytical and critical skills and develop control and competency.
- ▶ **Objective:** Students will use expressiveness in their use of elements in the making of images.
- ▶ **Student - I can** express ideas, feelings and emotions in drawings.
- ▶ **Objective:** Students will use the basic vocabulary of art criticism in descriptions of their work.
- ▶ **Student - I can** critique my work using the elements and principles of design vocabulary.

GOALS/OBJECTIVES/I CAN STATEMENTS

Compositions

- ▶ **Goal:** Students will develop competence with the components of image: media, techniques and design elements.
- ▶ **Objective:** Students will experiment with colour effects, techniques and media within complete compositions of two and three dimensions.
- ▶ **Student - I can** mix colours to create my own colour palette
- ▶ **Student - I can** create two-dimensional work and sculptural work.

GOALS/OBJECTIVES/**I CAN** STATEMENTS

Encounters

- ▶ **Goal:** Students will understand that art reflects and affects cultural character.
- ▶ **Objective:** Students will search for contemporary evidence relating to themes studied.
- ▶ **Student - I can** understand that images can tell stories

REQUIRED MATERIALS

- ▶ Variety of colours of heavy body acrylic paints
- ▶ Shaving Cream
- ▶ Disposable plates for sharing cream
- ▶ Paint brushes
- ▶ Watercolour paper
- ▶ Pencil crayons
- ▶ Plastic table clothes or canvas to protect tables
- ▶ Paper towels
- ▶ Mixed media supplies (optional)