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lesson overview

**lesson plan**
Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

**lesson objectives**
- To understand the properties of color: Hue, Saturation, Brightness, Value and Intensity in visual art.
- To build drawing confidence.
- To experiment with mixed media to create layers.
- To gain assurance when working on a large-scale art piece.

**core curriculum tie-ins**
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**length of class**
Length of Discussion: One half hour.
Length of Project: One half hour

**lesson overview**
On the ARTS tour students will learn about the artwork of Corrine Humphrey and gain a deeper understanding of how the properties of color when combined with graphic subject matter on a large scale can effectively create a mood.

**supplies**
- 14"x17" Mixed Media Paper.
- Glue Sticks.
- Chalk Pastels.
- Colored Construction Paper.
core curriculum tie-ins

1st grade

Strand: RESPOND (1.V.R.)
Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

Standard 1.V.R.1:
Select and describe works of art that illustrate daily life experiences of one’s self and others, and compare images that represent the same subject.

2nd grade

Strand: CREATE (2.V.CR.)
Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard 2.V.CR.1:
Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Standard 2.V.CR.2:
Experiment with various materials and tools to explore personal interest in a work of art or design.

3rd grade

Strand: CONNECT (3.V.CO.)
Students will relate artistic skills, ideas and work with personal meaning and external context.

Standard 3.V.CO.1:
Develop a work of art based on observations of surroundings.
ABOUT

Creative Journeys

The Park City Professional Artists Association will present an interactive display of the best of Summit County local artists, their work, and creative explorations with accompanying stories, demos, and studio artifacts demonstrating the creative process. The makers in our community, who spend long hours making beautiful art, will display examples of their finished work. They will also engage the public by discussing and demonstrating process and technique as well as answering questions about the creative journey. The exhibition will visually represent the creative process in a variety of ways, including visual representations of the progression of stages their art progresses from concept to finished product and real-time demonstrations.

Corinne & Rudy—"Who Rescued Who?" 2005, I took a five-year sabbatical from my career as an international flight attendant to pursue a more creative, balanced life. The best thing about "coming in for a landing" was that I could finally take those painting classes I'd always talked about, and I could get a dog. I made numerous trips to Utah Friends of Animals' "Furburbia" adoption center looking for a four-legged companion that "spoke" to me. Rudy (formerly known as Bob) was skinny, scarred and a bit unruly after being abused, then spending three years shuttling between various shelters and foster homes. I took him home on a "trial." We’ve been fast friends ever since. When I began painting Rudy, I'd find myself giggling while sitting at the easel, and I slowly gained confidence with my art. Rudy is a gem, a diamond in the "Ruff." He inspires me, makes me laugh, stretches my patience and brings me much JOY! Rudy has also taught me many things, and I want to share his canine wisdom through our paintings, limited edition prints, books and greeting cards.
1. Ask students to think of an animal that they either have as a pet or would like to have for a pet someday.

2. Discuss compositional strategies and demonstrate placement, weight and balance in Corrine Humphreys artwork.

3. On the white board, show students how to draw an animal using basic shapes.

4. Pass out mixed media paper and the chalk pastels. Students can start drawing their pet on their large sheet of paper using the basic shape technique and thinking about their composition.

5. Before filling in the shapes, share with students how Corrine uses intense and often bright colors to create a mood in her paintings. Ask students what mood they see and then talk about how the mood in her paintings is usually cheerful and helps convey activity.

5. Demonstrate simple techniques with chalk pastels to students. Show them how to blend with their fingers to fill-in areas of the page that they may want to be soft or to blended. Also show them how to achieve a sense of depth by layering pastel colors. Students can use their fingers to push the chalk into the paper, and then continue to apply another layer with a new color. This process can be repeated to blend or mix colors together and to get a broad range of values. Have students fill-in their ‘pet’ with colors that match the mood they would like to convey.

6. Students can now add a layered collage effect on the rest of the page or on top of specific areas. Pass out construction paper and show students how to cut basic shapes. Point out the subtle shift in texture between the chalky surface and the construction paper. Students can start with laying down paper and planning the collage areas and then apply glue with a glue stick.

7. Reflect on the process of using chalk pastels, collage and drawing pets.
vocabulary

**Hue** – The actual color of something, essentially a hue is what more often refers to as color, though hue is more technically correct.

**Saturation** – describes the purity of a color and represents a property of color.

**Brightness** – Is the relative lightness or darkness of a particular color, from black (no brightness) to white (full brightness).

**Value** – Is defined as the relative lightness or darkness of a color. It is an important tool for the artist in the way that it defines from and creates spatial illusions. Contrast of value separates objects in space, while gradation of value suggests mass and contour of a contiguous surface.

**Intensity** – La property of color, which gives strength and vividness. Intensity also refers to purity of the color and purest color has brightest intensity.

**Mixed Media** – In visual art, mixed media is an artwork in which more than one medium or material has been employed. Assemblages and collages are two common examples of art using different media that will make use of different materials including cloth, paper, wood and found objects.

**Collage** – Describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface. The term collage derives from the French term papiers colles or decoupage, used to describe techniques of pasting paper cut-outs onto various surfaces. It was first used as an artist technique in the early twentieth century.
resources

http://www.corinnehumphrey.com/wordpress/

https://www.tate.org.uk/art/art-terms/m/mixed-media

https://mymodernmet.com/pastel-art/

http://www.webexhibits.org/pigments/intro/pastel.html

https://mymodernmet.com/collage-art-collage/

https://www.artistsnetwork.com/art-mediums/acrylic/donna-watson-collage/

https://thevirtualinstructor.com/Color.html

https://www.creativebloq.com/digital-art/tips-composition-31514496