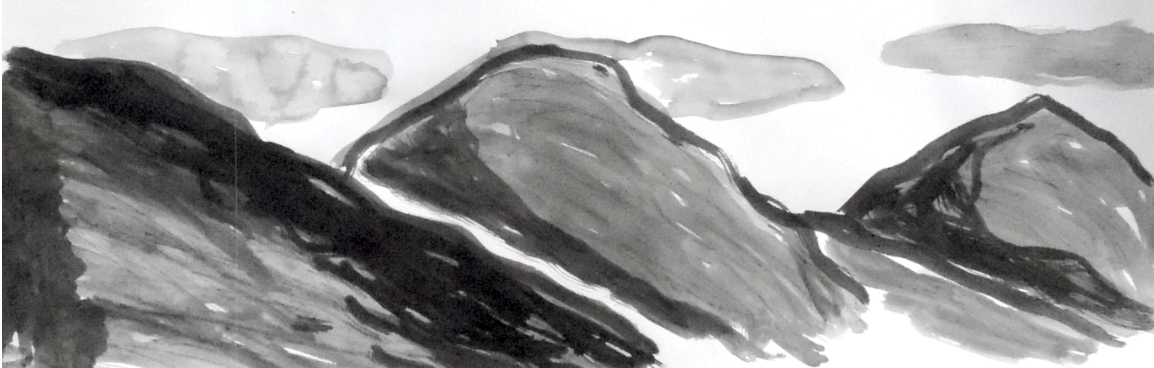


Painting with Handmade Paintbrushes

(Inspired by Chinese Landscape Paintings)

This lesson follows Personal Paintbrushes



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Grade Level: 3-6

Time Span: Two-Three 45-minute periods.

First class (last class in Personal Paintbrush lesson):

Slideshow on Chinese Landscape Paintings: 10 minutes

Discussion about the words Value, Contrast, and Texture: 5 minutes

Paintbrush construction, adjustment, and sketches: 30 minutes

Clean up: 5 minutes

Second class:

Recap, ink-wash demonstration, ground rules: 10 minutes

Painting with handmade paintbrushes: 25 minutes

Clean up: 10 minutes

An additional third class can be worked in if students need more time to finish their landscape paintings.

Third class (if needed)

Recap and ground rules: 5 minutes

Painting: 30 minutes

Clean up: 10 minutes

Essential Question: What are the advantages of a handmade paintbrush?

Guiding Questions: How do paintbrushes made from alternative materials change line and stroke quality when painting with ink? How can one draw inspiration from Chinese landscape paintings, and change value, contrast, texture, and line quality in an ink painting?

Objective: Students explore mark making and line quality in the application of their handmade paintbrushes. Students draw inspiration from Chinese landscape paintings and create a landscape painting using at least three values of ink, contrast, and texture provided by handmade paintbrushes.

Vocabulary: Chinese Landscape Painting, Value, Contrast, Texture, Movement, Ink-wash, and Monochromatic

Materials:

- Paper suitable for ink painting
- India ink
- Containers for ink
- Handmade paintbrushes from Personal Paintbrushes lesson
- Computer and projector (for Powerpoint)

Resources: Powerpoint presentation on Chinese Landscape Painting

Performance Tasks:

First Class (also third class from Personal Paintbrushes): A Powerpoint on Chinese landscape painting is given. A brief discussion is had on the qualities of the paintings, and the meanings of value, contrast, and texture. (15 minutes)

Students are given time to complete or adjust their handmade paintbrushes from the previous lesson. Students who have completed their paintbrushes are asked to make an observational sketch of their paintbrush (color optional), to label the parts of their paintbrush, and to briefly describe what types of lines or textures they think their paintbrushes will make. Students who finish their paintbrush sketches are asked to draw a landscape. (25 minutes)

Second Class:

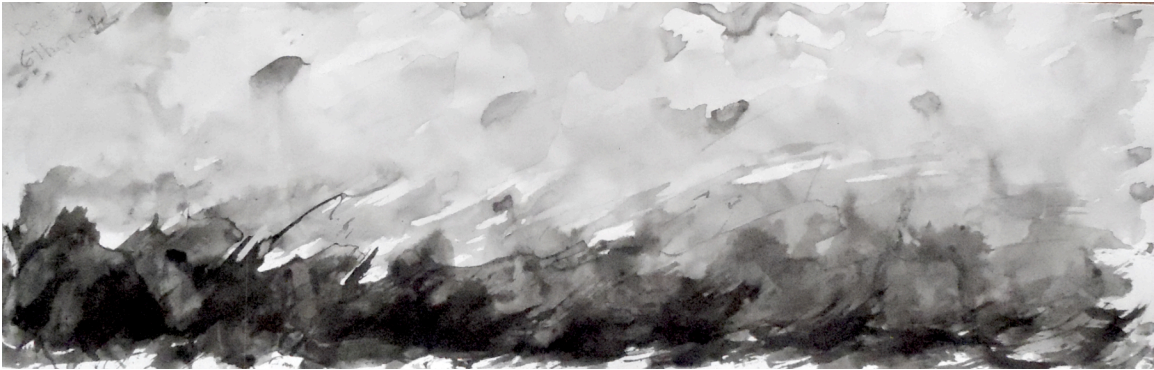
A recap of Chinese Landscape Painting is had: What are the qualities of Chinese Landscape Painting? What is value? What is contrast? How can you add texture to a flat drawing or painting? (5 minutes)

A brief demonstration on how to make washes with India ink is given. A quick demo of how to layer with the washes and create texture in a landscape



painting with a handmade paintbrush is given. A few ground rules for painting with ink are also given: smocks are available, do not splash ink, keep ink containers on the table- raise your hand if you need more ink, and walk your paintbrush to the sink on a phonebook page or piece of newspaper. (5 minutes)

Students then use India ink (straight and as a wash), to experiment with mark-making and line quality using their paintbrush in preparation for their painting. Each table is equipped with ink. Students who cannot use ink in a controlled manner will not be able to participate.



Students then start painting their landscapes. An example can be left up on the projector if needed. Students are asked to sign the back of their paintings with pencil and class code before beginning. Students who finish their paintings early can continue working on their observational sketches of paintbrushes if they have not finished them. Students are then asked to write on the back of their sketches what the importance of making their own paintbrushes was. (25 minutes)





The last 10 minutes of class are reserved for clean up.

Third class: If needed, a third class is given so students can finish their paintings, sketches, and responses.

Clean up: Unused India ink is left on the table for the next class, and paintbrushes are placed on a phonebook page, or piece of scrap paper before being transported to the sink (to prevent drips on the floor). Handmade paintbrushes can either be rinsed or discarded if unsalvageable. Remaining paintbrushes should be gently dried at the end of each class. And placed back in the class bin (located near the sink) (10 minutes)

Modifications: Larger, more detailed paintings can be made using handmade paintbrushes. Students can attempt to paint from life using handmade

paintbrushes to see how control is affected. Different colored inks and paints can be introduced.

Assessments: Assessment is based on a rubric using a scale of 1-4 with 1 being beginning and 4 being exceptional. Participation, the ability to follow directions, and skill are assessed.

Maine Learning Results:

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A3. Media, Tools, Techniques, and Processes:

Students compare the effects of *media* and their associated *tools, techniques, and processes*, using *elements, principles, and expressive qualities in art forms and genres*.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills:

Students choose multiple suitable *media, tools, techniques, and processes* to create a variety of original art works.

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1 Application of Creative Process:

Students apply and analyze *creative problem-solving* and creative-thinking skills to improve or vary their own work and/or the work of others.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures:

Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.