

Mixed Media Cotton Field

By: Kelly Nicole Olszyk

Grade level: 6th and higher

Idea:

To show students how to use mixed media in a specific way to develop texture and mood. Using a specific color palette of complementary colors, a wet on wet technique with oil pastels and acrylic and a deterioration technique to develop a complexity to the painting. Students will understand how a culture and art style help to relay the message and mood of the artwork.

Measurable Objective(s):

- Experiencing the materials and how they can play off each other, creating a different effect than by themselves.
- Creative process within instruction.
- Definition of mixed media, complementary colors, perspective and location of these terms within this piece.
- To create a work of art. Using math skills to measure.
- Additional interdisciplinary options: History, English

Questions:

- Can student follow step by step instructions?
- Can student understand perspective and complementary colors?
- What elements of art can the student find in this piece?
- How does this artwork have a southern influence?

Vocabulary:

- Perspective
- Horizon line
- Complementary colors
- Organic shape
- Acrylic
- Oil pastel

Materials:

- Watercolor paper or mixed media paper (heavy weight art paper that can hold multiple layers)
- Oil pastels (pinks, black, yellow, green, white, orange)
- Acrylic paint (white, sky blue, brown, flesh tone)
- Pencil
- Ruler
- Water cup
- Small and medium paint brush
- Paper towel

Motivation:

- Folk art
- Southern art

(additional history on cotton fields in the South could be discussed with higher grades)

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Overview of steps:

- Measure and draw a perspective landscape with pencil (cotton field).
- Draw with oil pastels to develop shapes and begin layers of color.
- Layer acrylic paint, paying special attention to patchy brush strokes and incomplete coloring.
- Adding another layer of oil pastel over semi-wet acrylic.
- Sand lightly over dry media.
- Add another layer of oil pastel and acrylic to sharpen and add pops of color.

Standards: Alabama Learning Exchange (ALEX):

- 9.1.2. Students will contrast unique features of particular art styles.
- 9.1.4. Students will analyze culture in works of art.
- 9.3.16. Students will analyze aesthetic qualities (meaning, purpose, and role) that exist in both natural and man-made objects.
- 9.3.19. Students will describe imaginative ways of perceiving the environment.
- 9.4.22. Students will apply steps artists use in the production of art.
- 9.4.24. Students will create art using the elements of art and principles of design.
- 9.4.26. Students will produce art using a variety of two-dimensional production methods and materials.
- 9.4.28. Students will demonstrate proficiency in the use of art techniques to create artwork.

National Core Arts Standards:

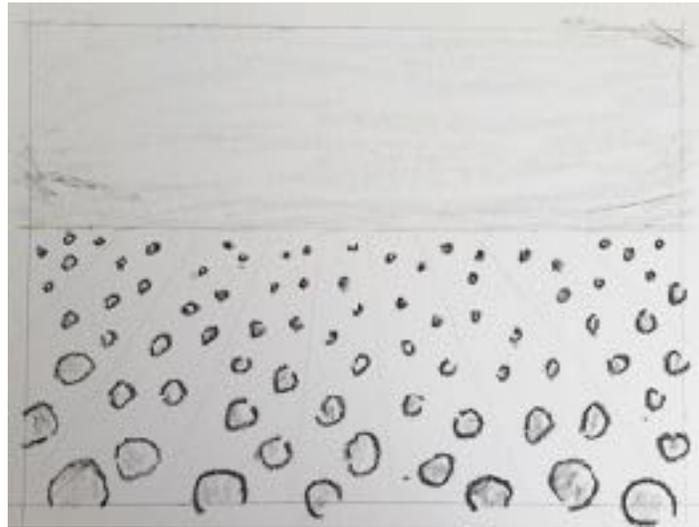
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Step 1: Paper is placed in landscape. (Math) Measure 1/2 inch border around paper and draw with pencil. Measure 5 inches from bottom and draw a line across paper (this is your horizon line). Starting from the middle of the horizon line and bottom of the paper, draw diagonal lines to represent rows of cotton. Make sure that your lines show perspective: the farther away, the closer the lines, the closer to the bottom of the page, the farther apart, although do not have an exact vanishing point. Make it wide.



(image shows step 1 and part of step 2)

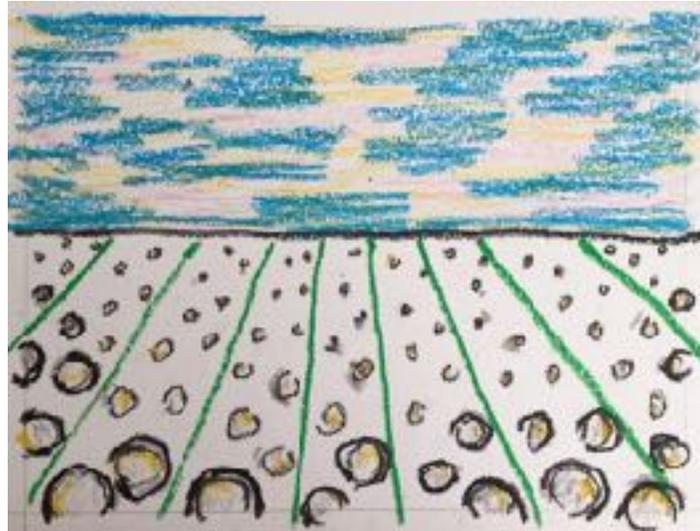
Step 2: Draw (with black oil pastel) free form organic (not perfect) circles, representing cotton blossoms. Make sure that you go over perspective again. Smaller in distance and larger in foreground. Color in circles, sparingly, with white oil pastel. Color a few places within the circles with pops of pink and yellow. Make sure to emphasize the coloring is mostly white, if the white and black outline mix a little, that is fine, remember the imperfection is part of the overall look.



(image shows part of step 2 and part of step 3)

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Step 3: With orange, yellow and blue oil pastel color in (sketchy diagonal lines) the sky. Draw over the row lines with green oil pastel and color around the circles with pink oil pastel (use this time to talk about complementary colors -pink being used as a tint of red and green for the row lines). The pink is colored in sketchy (not completely colored in).



Step 4: Paint on top of the sky with acrylic (sky blue). Paint on top of the field rows (in between the cotton blossoms) with brown acrylic. Take special care to use short brush strokes. Again, we are looking for a sketchy, not solid covering. We want some of the under layer to peek through.



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Step 5: With the acrylic paint being slightly still wet; go over the sky with yellows and orange oil pastel, sparingly. Go over field rows with light and dark pink oil pastel sparingly and sketchy. Paint over sky with flesh tone color with dry brush. Feel free to paint some spots with more color but pay close attention to keeping the color sparse and patchy.



Step 6: When completely dry. Lightly sand entire piece with sand paper, revealing under layers of color. With black oil pastel, outline (sketchy) some of the cotton blossoms in the foreground, the lines of rows (being careful to go along side of green and not to cover green up completely) and the horizon line. Finish by (sparingly) adding some dabs of white acrylic to cotton.



(finished artwork)

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Mixed Media Cotton Field Assessment Rubric

Name _____ Teacher _____ Date _____

Mastery: Novice or Acceptable

Objectives:

- To complete the project with the desired outcome.
- To understand the different techniques used and application of those techniques.
- To understand complementary colors and perspective.
- To explain why the steps, techniques, layers and color palette were chosen (the mood of the piece, in their own words).
- Additional lesson (English): The student could further evaluate by finding a narrative while looking at their artwork.

Student Reflection: What are your thoughts of your artwork?