

“On a Starry Night...”

A Project using
Crayola® Tempera Mediums
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art + literature, art + art history

Art history is an excellent discipline to accompany this lesson plan, as students become familiar with masterpieces by various artists. Students will choose an artwork that inspires them from a specific time, genre or culture, and paint their own version on a cardboard frame.

Crayola Tempera Mixing Mediums open the door for experimentation and creativity in this project. For example: Texture It! will be added to increase texture in a land object, Pearl It! will be used to enhance a shiny object, etc. Students will then write poetry or prose about their inspiration and mount their edited writing in an opening cut from the frame; this will be set back to create dimension in the piece. Other small objects may be added to the surface of the frame as well for dimension.

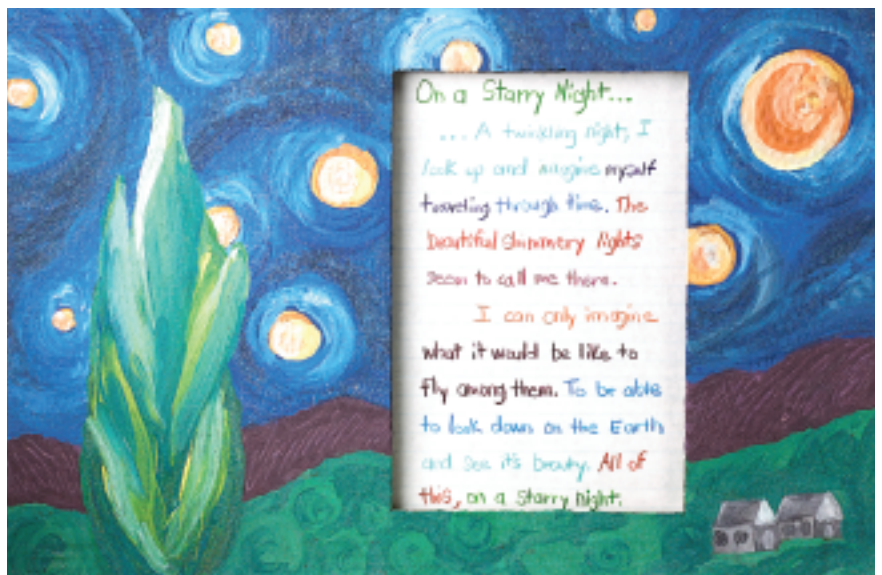
Grade Levels 3-8

Preparation

1. Ask families to help prepare the cardboard, cut to the preferred size and with a writing window.
2. Explain that students will choose a painting that inspires their thoughts and feelings and then use it to showcase their writing.

Process

1. On the cardboard frame, students lightly sketch the elements of the artwork that intrigue them most. Using Crayola Premier™ Tempera, students paint in these basic areas. For added dimension, students lightly mix in Crayola Texture It! Tempera Mixing Medium. To add sheen, add Pearl It! to the paint. For sparkle, mix in Glitter It!
2. To increase the impasto effect, use a craft stick to scoop and spread thick paint. Invent strokes with the brush handle. This creative freedom may encourage apprehensive students to get more involved! Air-dry each layer.
3. Continue with additional layers, slightly altering the base color to add visual dimension. For deep dimension, add Texture It! to the paint or directly on the surface. Encourage alternating layers of mixing mediums to create interesting effects. For example, add Pearl It! over a base of Glitter It! Encourage experimentation and creativity.
4. On the final layer, consider adding small details to enhance the painting. For example, Pearl It! adds shimmering highlights and can be slightly tinted. A wash of Glitter It! adds sparkle. Students could glue on decorative craft items such as feathers and yarn. Small objects related to the subject might be painted and attached. Encourage individual interpretation!
5. Students follow the creative writing process to prepare their prose or poetry. Suggest prompts based on their paintings. Ask them to copy their final draft with Crayola Twistables® Colored Pencils. They glue their writing on large pieces of cardboard. (Spread glue on thin paper with a wet paintbrush to avoid wrinkles.) Air-dry the glue.
6. To assemble the project, glue small scraps of cardboard in several layers around the back of the writing window. Glue the writing on these stacks so it shows through the window. Display student creations with the prints that inspired them. Elicit viewers' responses to their dramatic work!



Materials

Crayola® Natural Hair Brushes, assorted sizes (05144-1089)

Crayola® Premier™ Tempera Paints, 12-color set (00012-0129)

Crayola® Pointed Tip Scissors (57039-0001)

Crayola® Washable No-Run School Glue (23830-0004)

Crayola® Tempera Mixing Mediums: Texture It! (00043-1036), Pearl It! (00043-1026), and Glitter It! (00043-1016)

Crayola® Twistables® Colored Pencils, 18-color set (22056-0189)

Corrugated cardboard

Craftsticks (60433-1002)

Decorative craft items (yarn, beads, feathers, ribbons, etc.)

Index cards

Blick Aluminum Ruler (55430-1012)

X-Acto® #1 Knife (adult use only) (57445-1101)

White lined notebook paper

National Standards

Content Standard #1 — Understanding and applying media, techniques and processes

K-4

Students use art materials and tools in a safe and responsible manner

5-8

Students select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Content Standard #5 — Reflecting upon and assessing the characteristics and merits of their work and the work of others

K-4

Students describe how people's experiences influence the development of specific artworks

5-8

Students compare multiple purposes for creating works of art

Content Standard #6 — Making connections between visual arts and other disciplines.

K-4

Students identify connections between the visual arts and other disciplines in the curriculum

5-8

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

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